

**Faculty of Sociology
Department of Psychology and Sociology
College of Science
Columbus State University**

**Sociology Program Review
Self-Study Performance Indicators**
In accord with University System of Georgia guidelines

November 13, 2002

1. Mission

CSU 1.1 Describe the program, program mission, and the relation to mission.

teach
recent

Housed in the Department of Psychology and Sociology, four faculty members (two full-time, one half-time and one part-time) teach approximately twelve courses per semester with these courses being offered at varying times throughout the day and early evening to accommodate a diverse student population. On average, in recent semesters more than four hundred students, representing approximately 8% of all undergraduates at Columbus State University, enroll in lower and upper level sociology courses each semester [see supporting documentation, Section 7, Enrollment Figures and Section 8, Quantitative Measures].

The B.S. in Sociology is designed to (a) give students a more profound understanding of society, its structures, how it functions, the interrelationships among its institutions, and its impact on the human individual, (b) prepare students who are planning careers in which knowledge of sociology contributes to quality performance, (c) provide a strong foundation in the discipline for students who are planning to attend a graduate program in sociology.

The sociology program's mission echoes that of Columbus State University. Sociology students learn critical thinking skills, communication and interaction skills, technological skills, and develop an understanding of a changing and diverse population

while at the same time learning the subject matter of their major area of study.

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1.2 Describe how the program meets the needs of students.

Students who earn the B.S. in Sociology will (a) be able to demonstrate knowledge of the fundamental ideas and concepts of contemporary sociology, (b) understand sociological research methods and appropriate statistical methods, (c) have attained

what C.

Wright Mills called the sociological imagination, (d) understand ethical issues relevant to sociological research methods, and (e) be able to think analytically, critically, and creatively about sociological matters.

2. Teaching

2.1 How is good teaching assessed and rewarded?

Sociology faculty typically administer student evaluations of faculty for

both one lower and one upper level course per semester [see supporting documentation, Section 9, Students' Evaluation of Faculty and individual evaluations of faculty]. Further, faculty routinely encourage students to submit any additional comments along with the standardized evaluation of faculty by students. These comments, along with the data collected from the student evaluation of faculty, are a valuable resource for sociology faculty and a major consideration for annual faculty evaluations by the department chair.

(See also supporting documentation, Section 3, Syllabi for Courses Included in the Current Catalog, and Section 10, Self-assessment).

2.2 How is good advising assessed and rewarded?

Quality advising is demonstrated by faculty availability during regularly scheduled advising periods, the maintenance of regularly scheduled office hours, accurate assessment of student progress, concern for student welfare, and mentoring. Accurate assessment of student progress is sometimes hindered by inaccurate CAPP reports generated by the Registrar's Office and due to continued problems with the BANNER software program.

Quality advising of majors and minors is one factor taken into consideration for annual faculty evaluations. Through conversations with students, alumni, and from unsolicited student feedback, the department chair mentors quality advising by Sociology faculty. Further, student advising is addressed in the assessment survey sent to sociology alumni

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(see also, 4.2 and supporting documentation, Section 10, Self-Assessment).

2.3 Describe opportunities for interaction between faculty and students outside of the classroom.

Faculty of Sociology are very student oriented; faculty maintain regular office hours and student-faculty collaboration in research is encouraged.

Students and faculty often attend student sociology, gerontology conferences, and are involved in the Southeast Model African Union. In addition to providing additional time for student-faculty

interaction, student involvement in the aforementioned also provide opportunities for mentoring and collaboration on student-faculty research.

projects,
between
also,
The Sociology Club provides an additional arena for student-faculty interaction. The Sociology Club is very active at Columbus State University and involves itself in many campus events, community and regular off campus meetings. There is an excellent rapport sociology faculty and student members of the Sociology Club. See 7.3.2.

2.4 Indicate the availability of tutoring.

the
upper
A sociology tutor is consistently available through the Office of Academic Support. This service is free to all students enrolled in many sections of Introduction to Sociology. Tutoring is available for upper level sociology courses but at cost to students.

Sociology
Introduction
Further, outstanding senior Sociology students enrolled in Practicum are responsible for leading discussion groups for Introduction to Sociology sections as well as making themselves available for student help outside of the classroom.

2.5 Describe the opportunities for internships and study abroad.

Internships, a valuable resource for Sociology majors and the community, are available to sociology majors in their senior year. Internships are unpaid, provide three semester hour credits, and require a total of ninety-six hours of onsite practice. Students are required to show evidence of their ability to integrate sociology course material with real-world practice and are assessed in collaboration with an onsite supervisor. Performing internships in the Greater Columbus area,
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students have involved themselves with charitable, social service, and private organizations within the community. Columbus State University does participate in various international study abroad programs and strongly affirms the value of those various programs. Several sociology faculty have participated in study abroad programs while all faculty have international study and teaching experience. Together, faculty bring their broad and diverse international experiences into the classroom to expand the focus of their courses.

Sociology faculty actively encourage students to participate in these various international study abroad programs.

3. Curriculum

3.1 ***Describe the relationship between the program's curriculum and its outcomes.***

| |
|---|
| The following are expected outcomes for students earning a B.S. in Sociology: |
| • Students will be able to demonstrate knowledge of the fundamental ideas and concepts of contemporary sociology ^{3.1.1} , |
| • understand sociological research methods and appropriate statistical methods for use in the study of sociological subjects ^{3.1.2} , |
| • have attained what C. Wright Mills called the sociological imagination ^{3.1.3} , |
| • understand ethical issues relevant to sociological research methods ^{3.1.4} , and |
| • be able to think analytically, critically, and creatively about sociological matters ^{3.1.5} . |

3.1.1 *Students will be able to demonstrate knowledge of the fundamental ideas and concepts of contemporary sociology.*

Introduction to Sociology introduces students to fundamental ideas and concepts of contemporary sociology. As a prerequisite for all other sociology courses, it provides students a solid foundation for even better understanding of those ideas and concepts as well as exposure to further sociological concepts. All upper level sociology courses build on the

fundamental ideas and concepts to which students are exposed in Introduction to Sociology. Upper level sociology courses require students be able to engage themselves and faculty using sociological ideas, terms, concepts, and

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phenomenon. Most upper level sociology courses require term papers which serve as another way in which students can demonstrate that acquired knowledge. See also, Section 10, Self-assessment.

3.1.2 *Students will understand sociological research methods and appropriate statistical methods for use in the study of sociological subjects.*

Methods I
social

Sociology majors are required to take Social Research and II. Social Research Methods I exposes students to the research process, methods, and statistical tools. In Social Research II, students work as a team on a class research project. This project requires that they know and be able to use their knowledge of social research methods and statistics. See also, Section 10, Self-assessment.

3.1.3 *Students will have attained what C. Wright Mills called the "Sociological Imagination."*

sociology
university
Mills'
and in
importance

Students enrolled in Introduction to Sociology, whether majors, minors, or students taking the course to satisfy a core or elective requirement, are all exposed to C. Wright Sociological Imagination. Upper level sociology courses, particular the research method courses, reinforce the

research,
bring

of the Sociological Imagination and its place in social building a body of sociological knowledge, and helping to about a better understanding of our social world. See also, Section 10, Self-assessment.

3.1.4 *Students will understand ethical issues relevant to sociological research methods.*

Students are first exposed to ethical issues as they relate to sociological research in Introduction to Sociology. Social Research Methods I further exposes students to the ethics of social research and Social Research Methods II requires students to utilize that knowledge when designing a research project, submitting a research request to the university's Human Subjects' Committee, and carrying out that research. See also, Section 10, Self-assessment.

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3.1.5 *Students will be able to think analytically, critically, and creatively about sociological matters.*

students.
comments
written

All sociology faculty encourage active participation by Students are encouraged to express their ideas and logically and analytically whether verbally to a class or in a assignment. See also, Section 10, Self-assessment.

See also supporting documentation, Section 3, Syllabi for Courses Included in the Current Catalog.

3.2
program

Indicate how technological skills are incorporated into the of study.

Social

Sociology majors must take two courses in research methods. In

Research Methods II, students complete a group project. Students are expected to perform statistical analyses of data and to then write up their results. Therefore, this group project requires that students be familiar with, and able to use, Microsoft Word and SPSS. Further, students performing Sociology Practicum are expected to give guest lectures and are Microsoft Power Point based.

All of Dr. Newton's classes are WebCT enhanced. Sociology majors, minors, and students taking his classes to satisfy core requirements, or simply to satisfy general electives, must have and use skills associated with the Internet, Microsoft Power Point, and Pegasus Mail. Further, web discussion boards are built into his courses and in some classes students are required to routinely post to these electronic bulletin boards. Other sociology faculty are being encouraged to include greater use of technology in their courses.

3.3 *Indicate how the program is relevant to student needs.*

The program provides a curriculum that helps students understand the structure and complexities of society, the ability to think creatively and analytically, computer and technology skills, and helps students understand the negative and long-term consequences of prejudice and discrimination. Additionally, for those students not pursuing a graduate education, the program provides them knowledge of sociological matters useful in the labor market. See also, Section 10, Self-assessment.

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3.4 *Describe how students are challenged to think across disciplines.*

disciplines
overlapping

Students are better able to deal with the complexities of other especially when those disciplines require knowledge about people, society, and institutions. Sociology students understand the

sciences in
strengths
when

interests, research approaches, and explanations of the social general. Students understand how each discipline adds its own and body of knowledge when understanding social phenomenon. Sociology students are encouraged to think across discipline lines trying to understand their social world while at the same time being encouraged to think creatively, constructively, and at times, unconventionally.

3.5 Show the frequency of course offerings in the program.

faculty can

Sociology courses are offered as frequently as the number of accommodate. A shortage of full-time faculty in the past several years, resulting from the retirement of a sociology faculty member, contributed to some courses listed in the catalog not having been routinely taught. Ongoing changes in the course catalog reflect the current faculty's desire to rectify this problem. Beginning with the academic year 2002-2003, and with catalog revisions approved but not yet reflected in the catalog, faculty of Sociology are now able to offer courses at least every other year. Careful advising helps to make sure that students are not disadvantaged by having courses taught every other year. [See supporting documentation, Section 6, Frequency of Sociology Course Offerings].

3.6 Explain what role the program's department plays in general education and/or serving other programs.

E
documentation,
students

Sociology is a popular choice for students who wish to satisfy Area and/or general elective requirements [see supporting Section 7, Enrollment Figures] with more than four hundred enrolling in lower and upper level sociology courses each term – approximately 8% of all undergraduate students enrolled at CSU.

Ethnic
overall

The department is also home to the Graduate Certificate in Gerontology; sociology courses make up a substantial component of that program. Courses in the Sociology of Gender and Race and Relations both play important roles with other programs and in the

Women's mission of the university. The Sociology of Gender bolsters the

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Studies minor here at Columbus State University as a selected component of that program and Race and Ethnic Relations, in addition to addressing prejudice, discrimination, and diversity, adds to the African-American Studies program at the university. In particular, these courses demonstrate the faculty's continued desire to follow American Sociological Association recommendations for issues related to greater student understanding of diversity and multiculturalism.

3.7 Explain how diversity, multiculturalism, and international perspectives are included in the program.

routinely All Sociology faculty have international experience and this is

brought into course lectures. Dr. Newton spent two years teaching and conducting guest lectures and workshops in the former Soviet Union before coming to Columbus State University. Dr. Studstill received his Diplome from Ecole Pratique des Hautes in Paris, France; additionally, he has spent time doing field research in Africa. Finally, Florence Wakoko received her B.S. from Makerere University in Kampala, Uganda. This collective international experience is a well-used resource for faculty of sociology who strive to broaden the perspectives of students enrolled in sociology courses.

reflect a Changes to the required courses for earning a B.S. in sociology

Ethnic curriculum that is in line with that of other state universities in the University System of Georgia. Additionally, adding Race and

diversity Relations to those required courses reflects our desire to promote

consistent and student understanding of issues related to diversity; this is

Association's with recommendations made by the American Sociological

Minority Opportunities through School Transformation (ASA, 2002).

4. Students

4.1 Describe the diversity of students (i.e., Sociology majors).

Sociology majors are a diverse group; this is more obvious when looking at enrollment figures for the university (see below, Table 1). The number of female majors is overrepresented as is the number of Black students; likewise, the average age of sociology majors is 27.5 whereas it is only 24.9 for all undergraduates attending CSU. Many of our majors are non-traditional and employed full-time; because of additional responsibilities associated with full-time employment, nearly one-third of our majors are enrolled part-time. Though the proportion of Black students is higher than

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that of the university, it is consistent with local demographics for the Greater Columbus area.

Table 1. Student Demographics for Sociology Majors and CSU

| Student demographics for the academic year 2002/2003 | | |
|--|--|---|
| | Sociology Majors | CSU |
| Students | N=49 | N=5,319 |
| Age | Mean=27.5 years | Mean=24.9 years |
| Sex | Female=90% Male=10% | Female=61% Male=39% |
| Race | White=45% Black=49% Hispanic=4% Asian=0% American Indian=0% Multi-Racial=2% | White=63% Black=28% Hispanic=3% Asian=2% American Indian=.3% Multi-Racial=3% |
| Status | Full-time=73% Part-time=27% | Full-time=67% Part-time=33% |

4.2 Describe student learning outcomes as reflected by major field assessment.

4.2.1 Current Assessment Data.

surveys
most
seniors”) and
Summer

The most current assessment data come from a group of sent out in the summer of 2002, covering one year of the recent graduates (referred to hereafter as “graduating approximately one year of sociology graduates prior to 2001 (referred to hereafter as “alumni”).

and of
returned.

Of the eleven alumni surveys sent out, three were returned, the eight graduating senior surveys sent out, two were

a 3.4
classes.

The two graduating seniors responding had very high GPAs, and a 3.68, leading one to wonder whether the three alumni respondents were also among the top students in their

aware of
them were

Although both graduating seniors indicated that they were the availability of a major in sociology at CSU, neither of sociology majors when they entered CSU.

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had
students
graduate

Of the alumni students responding, two indicated that they applied to graduate school and one did not. Both of these were accepted directly into graduate school and earned degrees from Columbus State University (M.P.A and M.Ed.).

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Research

of

These two students were asked to rate on a 7 point scale (1 prepared, 7 = poorly prepared) how well the undergraduate Sociology program prepared them for their graduate studies; students responded that the program had done a good job in preparing them for their graduate studies, one giving a score of 1, the other a score of 2. Of the graduating seniors surveyed, one felt that the program had prepared them for graduate studies, while the other did not. The student who indicated that the program did not prepare them for graduate school stated that the reason was that some of the electives offered did not deal with "real world" issues in preparation for higher education.

The two alumni students who attended graduate school are currently employed, one as a truck driver and one as an

The student who did not apply for or attend graduate school is currently working as a family service worker. All alumni students were asked to rate on a 7 point scale (1 = well prepared, 7 = poorly prepared) how well the program prepared them for their occupation; one student did not answer the question, one gave a score of 1, and the last student gave a score of 5. The graduating seniors felt that the program had adequately prepared them for

According to the alumni responding, some of the strengths of the program were that the classes were very interesting, and the department chairperson was very helpful. Two courses,

Methods and Introduction to Sociology, were also listed as strengths. The graduating seniors cited the faculty, flexibility

program.

classes, and the introductory course as strengths of the

graduating

The only weakness mentioned by the alumni students was a problem with a professor who is no longer at CSU. The

meant by

seniors listed three weaknesses: not enough really helpful sociology electives, the fact that there is no sociology minor available, and "independent study." It is unclear what is

so this

"independent study," since that is all that was written on the returned survey. Also, there is a sociology minor available,

library

particular student may not have been aware of this when responding to the survey. Other strengths were that the

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holdings were viewed as adequate by both of the graduating seniors, and that the faculty make themselves available and responsive to students.

students

The only curriculum change that was suggested by alumni was to require students to write more term papers or reports.

be the

The most useful things about the program were indicated to

dealt

Research Methods courses, getting a foundation on issues

issues

with everyday on the job, and the broad range of social studied.

contributions of

The graduating seniors were asked to grade the

certain components of the sociology curriculum to the overall quality of their education. The rating scale was as follows:

and

A = Outstanding, B = Good, C = Some, D = Little, F = None. Advising by faculty, the introductory course, and the Society

course
Research
and
disparate

the Individual course received Outstanding (A) and Good (B) grades. The statistics requirement and the Social Theory received Good (B) and Little (D) grades. The Social course and sociology electives received grades of Good (B) Some (C). The Cultural Anthropology course received grades of Outstanding (A) and Little (D).

4.2.2 Sociology Program Assessment Plan.

After reviewing current assessment data, it was felt that the data were inconclusive because of the low number of responses

(N=5). There are two factors that contributed to this response rate. First, and currently, student assessment of the program has not been a formal requirement for graduation. Recommendations have been made (see below) to formally require graduating seniors, enrolled in Sociology Capstone, to complete an exit assessment of the program as a course requirement. Second, contact information for both recently graduated seniors and alumni were obtained from the Office of Alumni Affairs; clearly, many of the addresses supplied were incorrect and outdated. Therefore, we feel that the department should be responsible for maintaining contact information on alumni, to the best of its ability, and in support of information provided by the Office of Alumni Affairs. When

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combined with the required assessment of graduating seniors enrolled in Sociology Capstone, we feel that future annual assessments should be more valid as data would be collected from a greater number of students and alumni.

Future program assessment should involve more diverse methods

to effectively measure student outcomes. In line with recommendations made by the American Sociological Association, a program assessment strategy could be developed that incorporates student evaluations of the program, student evaluations of the advisor/student relationship, and capstone performance. Together, these components will allow us to scrutinize student outcomes and if warranted, make changes to improve the program and its effectiveness.

The following represents the schedule for implementing the Sociology Program Assessment Plan:

- Fall 2002. Devise a better way to track alumni thus allowing for a greater response rate to the mailed or online student assessment survey.
- Fall 2002. An online survey has been linked to the department web page to facilitate student evaluations of the program immediately prior to their graduation. (See supporting documentation, Assessment, Online Survey, or go to: <http://psysoc.colstate.edu/sociologyalumnisurvey.htm>). Though currently voluntary, it is hoped this can be made mandatory in conjunction with Sociology Capstone (see below) once approved by the College of Science and university curriculum review committees.
- Spring 2003. The advising assessment tool will be edited to include four components of the student/advisor relationship. Those components will include questions designed to measure advisor effectiveness (i.e., did the advisor provide accurate and useful information), advisor concern (i.e., did the advisor take his/her time and show genuine concern for the student), advisor mentoring, and advisor availability. (See supporting documentation, Section 6, Program Assessment). Though initially voluntary, it is hoped this can be made mandatory in conjunction with Sociology Capstone (see below) once approved by the College of Science and university curriculum review committees. Survey data submitted online will be sent

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directly to the department chair who will then summarize the

data before sending it to the program director; summary data

sent to the program director will not identify individual students.

- Fall 2003. A petition to add Sociology Capstone will be submitted to the College of Science and university curriculum review committees. (For a possible syllabus outlining course expectations, see supporting documentation, Section 5, Syllabi).
- Fall 2004. If having been approved by the College of Science and university curriculum review committees, entering students will be required to take Sociology Capstone. Until all students are required to do so, Sociology Capstone will be offered and highly recommended to students having entered the program prior to the new requirements. This, along with student evaluations of the program, should yield some greater information helpful for program assessment by the end of the spring term 2005.

See also supporting documentation, Section 10, Self-Assessment.

5. Faculty

5.1 *Describe the adequacy of faculty and staff to support the program.*

In the summer of 1998, one of the two full-time sociology faculty members

retired. That fall, Dr. Rik Newtonson was hired to fill that vacancy. In the summer of 2000, Dr. John Studstill was hired to teach sociology courses half-time (his other time commitment is to Anthropology); later that summer, the other full-time sociology faculty member announced his retirement. Because of state budget problems, the latter position remained unfilled until the summer of 2002. Despite these disruptions, and the continued need for more sociology faculty, the sociology program has moved along, maintained approximately the same number of majors, and evolved to successfully serve student needs. Currently, sociology faculty include two full-time, one half-time, and one part-time faculty members.

As an asset to the program and to the department, the department secretary more than adequately serves the needs of sociology faculty, facilitates communication between faculty and students, and is also very good at dealing with students. Additionally, we have one part-time student assistant who also serves the needs of sociology faculty.

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5.2 Describe the support provided for faculty development.

severe
of
limit
These cuts

Professional development opportunities are fairly limited due to the budget constraints imposed by the state. Despite record numbers of entering students, budget constraints will likely continue to severely limit opportunities for professional development in the near future. These cuts have precluded paid/reimbursed travel opportunities for faculty and conference attendance. The new Vice President for Academic Affairs, Dr. Martha Saunders, has indicated her commitment to securing greater funds for future faculty development.

5.3 Show faculty diversity and credentials.

Gerontology

Name: Richard L. Newton
Rank and Title: Associate Professor of Sociology and
Sociology Program Director
Education: B.S., Indiana State University, 1988.
M.A., Indiana State University, 1991.
Ph.D., Iowa State University, 1994.

Sociology

Name: John Studstill
Rank and Title: Assistant Professor of Anthropology and
Education: B.A., Emory University, 1964.
Diplome, Ecole Pratique des Hautes Etudes,
1970.
Ph.D., Indiana University, 1976.

Name: Florence Wakoko
Rank and Title: Assistant Professor of Sociology
Education: B.A., Makerere University, 1983.
M.A., Ohio State University, 1993.
Ph.D. oral examinations scheduled for
December,
2002, Ohio State University.

See also supporting documentation, Section 2, Curriculum Vitae for Sociology faculty.

5.4 Describe how part-time faculty are integrated into the program.

B.A. We have one part-time instructor, Craig Lenhard, who holds both a
and M.S. in Sociology, teaches two sections of Introduction to
Sociology per semester.
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Name: Craig Lenhard
Rank and Title: Instructor of Sociology (Adjunct)
Education: B.A., Auburn University
M.S., Virginia Polytechnic University, 1972.

Mr. Lenhard is kept up to date on program affairs through frequent
e-mail
and phone conversations and occasional visits to the department.
Mr. Lenhard has proven that he works well independently, is good
with students, and is responsible for recruiting new majors through
his efforts and good teaching skills.

6. Facilities

6.1 Describe the condition and adequacy of available space.

Each sociology faculty member has their own office and space is more than sufficient. Within the department, sociology faculty have access to computers, printers, supplies, and a photocopier.

Sociology courses are routinely taught in three buildings, Arnold Hall, Stanley Hall, and Ilges Hall. Enrollment numbers are largely

determined by instructors but limited to available space in any given classroom. Classrooms are assigned by the assistant dean of the College of Science according to class size and technology needs.

In the near future, as the Computer Science department moves to another building, the Department of Psychology and Sociology may inherit their adjacent offices. While still in the planning stages, and

not guaranteed because of competing needs by other departments for the available space, it is hoped and highly desired that several of these offices can be converted to small seminar rooms, a sociology lab with telephones, a small lounge where students can interact, and even an additional student computer lab (each having necessary and appropriate software programs – including SPSS) for student use. Currently, students have access to an older computer and printer in the faculty work area.

6.2 Describe the condition and adequacy of technology labs, equipment, and library resources.

The university maintains a total of three on campus computer labs for student use. Each lab is staffed, computer software programs available to students on these computers is more than adequate, and students may

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use these computers to access the Internet.

The Simon Schwob Memorial Library houses more than 240,000

volumes

(e.g., books, journals, microfiche, archives, government documents, etc.). The library provides access to more than 100 data bases and electronic full-text of more than 500 journals. Together, and with JSTOR, these provide students with electronic

access to virtually all of the major journals in sociology. In addition, the library maintains photocopiers, computers, study areas, and an educational technology center which provides equipment for viewing slides, filmstrips, and videocassettes and for listening to recordings, CDs, and audio tapes.

students Within the Department of Psychology and Sociology, sociology have access to two computers, a printer, and a small sociology library. Further, a psychology lab with more computers is available for student use should it be needed.

occupies It is hoped that as the Department of Psychology and Sociology offices and rooms currently used by the Department of Computer Science, more space can be allocated for student computer labs, small seminar rooms, and a sociology lab.

to **6.3 Provide other indicators of adequacy of campus infrastructure support the program.**

Services available to the program include printing (i.e., Printing Services), hardware and software support from Computer Information and Networking Services, student computer access through the Computer Center, assistance for faculty and students with WebCT and technology from Instructional Technologies, tutorial services from the Office of Academic Support, postal services, departmental funds, though small, to pay for survey duplication, materials, and associated mailing costs, and college funds to help pay for student travel, when available.

7. Research and Scholarship

7.1 **Explain how faculty involve students in research.**

at Sociology faculty encourage student attendance and participation conferences, workshops, and forums. Sociology students working with faculty have had nine papers accepted for presentation at student conferences in the past eighteen months; many of those student papers

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have involved original research in collaboration with a sociology faculty member.

7.2 Describe how faculty research relates to the program mission.

The mission of the sociology program at Columbus State University is to

(a) give students a more profound understanding of society, its structures,

(b) how it functions, the interrelationships among its institutions, and its

impact on the human individual, (b) prepare students who are planning careers in which knowledge of sociology contributes to quality performance, (c) provide a strong foundation in the discipline for students who are planning to attend a graduate program in sociology.

- Dr. Newton's research focuses on prenuptial agreements, urban legends, and informal support networks of the elderly. Dr. Newton has involved students with him in his research on prenuptial agreements, informal support networks of the elderly, and somatosensory pleasure as it relates to violence. This collaboration furthers student research knowledge and skills and better prepares them for graduate study in sociology while continuing to expand their understanding of sociology.
- Dr. Studstill's research concerns migrant workers in Georgia and the South, concepts of race and ethnicity (theoretical), Eurosocialism, and Congolese cultures (traditional religion and modern development). Dr. Studstill is continuing his efforts to obtain a grant that would allow him to continue his research on Mexican migrant workers in the Columbus area. If he obtains the grant, students, a significant number sociology majors, would be involved in his original research. Additionally, Dr. Studstill's research efforts ultimately find their way to the classroom where he continues to expose students to issues of multiculturalism, diversity, and other cultures.
- Ms. Wakoko's research focuses on women/political and economic development in Uganda. As it fits well with the Women's Studies program at CSU, her research on

women's issues benefits student understanding of gender and inequality.

Taken together, faculty use their own research interests to further student understanding of the social scientific research process, other cultures, multiculturalism, and issues of inequality.

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7.3 Mentoring.

7.3.1 *Describe mentoring and professional development opportunities [for faculty].*

of the
atmosphere;
something
faculty.

Mentoring is informal but continuous. Strong ties have been developed between faculty of sociology and other members department and various other academic departments. The department maintains a very collegiate and friendly faculty members routinely interact on and off campus – this is highly valued and appreciated by all department

Senior department faculty are a valued and used resource for junior faculty.

to the
record
continue
in the

Professional development opportunities are fairly limited due severe budget constraints imposed by the state. Despite numbers of entering students, budget constraints will likely to severely limit opportunities for professional development near future.

7.3.2 *Describe the mentoring of students.*

Informal mentoring is common practice by faculty of sociology at

Columbus State University and is an integral part of the advising process.

The American Sociological Association recommends that formal mentoring be incorporated into sociology programs.

Sociology

Practicum is designed to provide formal mentoring to students who

plan to attend graduate school and have at least a 'B' average in

sociology course work. Requirements for Sociology Practicum

include attendance in a section of Introduction to Sociology, leading

discussion groups in that class, answering student questions (e.g.,

e-mail, web discussion groups, etc.), supplying test items for inclusion on student tests, and one guest lecture on an

appropriate

and relevant topic. Students involved in Sociology Practicum work

closely with faculty members and this type of formal mentoring

gives students the advantage of having assumed some teaching

duties prior to entry into graduate school.

Students are encouraged to engage in research with faculty
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members – either in collaboration with a faculty member or under a

faculty member's guidance - and submit papers for student conferences. Additionally, the student/advisor relationship

also

provides an opportunity for the mentoring of students.

7.4 List faculty publications, papers given, and public lectures.

7.4.1 Publications

gerontology.

Cox, H. & Newton, R. (1994). The history of social

Sociological Practice, v11.

Newton, R. (1998). Begging in Kyiv: Problems and Needs. Journal of Social Policy and Social Work, v3.

Newton, R. & Keith, P. (1997). Single Women in Later Life. In J. Coyle (Ed.), Handbook of Women and Aging. Westport, CT: Greenwood, 1997.

Studstill, J. Les Dessesins d'Arc-en-Ciel: Epopée et Pensée chez les Luba du Zaïre. Paris: Editions du Centre National de la Recherche Scientifique, 1984.

Studstill, J. Hospitality and Hostility: Latin Immigrants in Southern Georgia. In Latino Workers in the Contemporary South, eds. Arthur D. Murphy, Colleen Blanchard and Jennifer A. Hill, 68-81, 2001.

Studstill, J. Review of An Anthropology for Contemporaneous Worlds by M. Auge. American Anthropologist 102(2):375-6, 2000.

Studstill, J. Survey of the Culture Concept. Southern Anthropologist 26(1):8-10, 1998.

Studstill, J. A Rose By Any Other Name: A Modest Yet Radical Proposal About "America." Voices of Mexico, 45(Fall/Winter): 61-65, 1998.

Studstill, J. On Race, Ethnicity and Baby's Bathwater. Anthropology Newsletter 39(1):16-17, 1997.

Studstill, J. Exploitation in Academe: Subjective Interview With a Proletarian and a Systems Theoretic Synthesis of Baer and Blanchard. Southern Anthropologist 24(2):11-17, 1997.

Studstill, J. Attrition in Zairian Secondary Schools: Ethnographic Evaluation and Sociocultural Systems. In Educational Evaluation: Ethnography in Theory, Practice and Politics, David M. Fetterman and Mary J. Pitman, Eds. Beverly Hills: Sage. pp. 101-118, 1986.

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Studstill, J. Review of Dassen, et al. La Naissance de l'Intelligence chez l'Enfant Baoule. American Anthropologist 83(1): 171-72, 1980.

Studstill, J. Education in a Luba Secret Society. Anthropology and Education Quarterly 10(2): 67-81, 1979.

Studstill, J. Why Students Fail in Masomo, Zaïre. Journal of

Research and Development in Education 9(4):124-36, 1979.
Studstill, J. L'Arbre Ancestral dans les Contes Africains, in: Les
Contes de L'Arbre, (Ed.) Genevieve Calame-Griaule. Paris:
Bibliotheque de la S.E.L.A.F., no. 20:119-137, 1970.

7.4.2 Presentations

- Support
presentation at
Gerontology and
Spring
- LaFortune, G. & Newton, R. Attitudes Towards Prenuptial
Agreements. Paper accepted for presentation at the
Southeastern Undergraduate Sociology Symposium,
Spring 2001.
- LaFortune, G. & Newton, R. Sibling Provision of Informal
to the Elderly. Poster abstract accepted for
the Twelfth Annual Student Convention in
Geriatrics, Spring 2001.
- Stephens, M. & Newton, R. Somatosensory Pleasure and
Violence. Paper accepted for presentation at the
Southeastern Undergraduate Sociology Symposium,
2000.
- Studstill, J. Ethnicity Can Work: Implications of the No-Race
Position in Social Science. American Anthropological
Association, paper, annual meeting, 2000.
- Studstill, J. Erasing Race: Anthropology's Red Public Face.
American Anthropological Association, paper, annual
meeting, 2000.
- Studstill, J. Social Mobility of Latin Immigrants in South Georgia.
Southern Anthropological Society, paper, February 1999.
- Studstill, J. & Al-Batal, M. Training Model for Teachers of the
Less-Commonly-Taught Languages, Atlanta: Georgia
Department of Education, 1989.
- Studstill, J. Enhancing Self-Concept and Self-Esteem: Program
Planning and Teaching Techniques for Educators of Migrant
Students. Atlanta: Center for Public and Urban Research,
Georgia State University, 1985.

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- Studstill, J., Snow, R. E., & Ockerman, J. Assessing Local Needs for Migrant Education Programs: A Guide to Data Collection. Atlanta: Center for Public and Urban Research, Georgia State University, 1984.
- Studstill, J. Cultural Transmission and Cultural Reproduction: Theory in Educational Anthropology and Sociology. Paper, American Anthropological Association, Annual Meeting, Washington, DC., 1985.
- Studstill, J. Survey of Dropouts among Children of Migrant Farmworkers in Orange County, Florida. Center For Public and Urban Research, Report, Georgia State University, 1985.
- Studstill, J. Theory in Attrition Studies in Africa: Ethnographic Evaluation and Sociocultural Systems. Paper, American Anthropological Association, Annual Meeting, Denver, 1984.
- Studstill, J. Educational Funding and Student Attrition in Georgia, Sweden and Japan. Paper, Southern Society for Comparative and Internat. Ed. Annual Meeting, Atlanta, 1984.
- Studstill, J. Africans as Superiors: Structural Studies of African Religions. Invited lecture at Agnes Scott College Multicultural Awareness Symposium, January, 1984.
- Studstill, J. From Equality of Opportunity to Equality of Results in Education. Paper, American Anthropological Association, Annual Meeting, Chicago, 1983.
- Studstill, J. Evaluation of Student Attrition in Zairian Secondary Schools: Ethnographic Methods and Sociocultural Systems. Invited paper for the Session on Evaluation in Educational Settings, International Congress of Anthropological and Ethnological Sciences, Vancouver, 1983.
- Studstill, J. Student Attrition in Zaire and the U.S.: A Cross-Cultural Causal Model. Paper, Southern Society for Comparative and International Education, Annual Meeting, Atlanta, 1983.
- Studstill, J. Voluntary Education in the All-Volunteer Force. Paper, American Anthropological Association, Annual Meeting, Washington, D.C., 1982.
- Studstill, J. Population Education for Out-of-School Youth in Zaire Using Traditional Modes of Communication. Research Report, mimeographed. UNESCO, Paris, 1980.
- Studstill, J. The Nature and Utility of the Structural Study of Myth. Paper, Central States Anthropological Society, Detroit, 1971.

7.4.3 Works in Progress

- Providers
- Hoyt, D. & Newton, R. Siblings as Potential Support
in Later Life. Article. In progress.
- Newton, R., & LaFortune, G., & Scott, S. Attitudes Towards
Prenuptial Agreements in Later Life. Article.
Submitted.
- Prenuptial
progress.
- Newton, R. Self-serving Bias and Perceived Need for
Agreements. Article. In progress.
- Newton, R. Urban Legends and Society. Text. In
progress.
- Studstill, J. Quality of Life and Advanced Industrialism: U.S. and
European Comparisons. In progress.
- Studstill, J. Systems Theory and the Culture Concept: Postmodern
Misunderstandings. In progress.
- Studstill, J. Southern Anthropological Society Proceedings, No.
34. Athens: University of Georgia Press.

8. Service

8.1 ***Describe projects completed and outcomes which contribute to the program, department, college, institution, community, and/or to the region.***

- the
- Spring 2000, sociology students assisted with the Eleventh Annual Student Convention in Gerontology and Geriatrics hosted by College of Science, Columbus State University.
 - Spring 2000. A proposal for a graduate certificate in gerontology at Columbus State University, Department of Psychology and Sociology, was submitted to the University System of Georgia; approval was granted in May of 2000. The following year the curriculum was converted to an online format to accommodate greater flexibility for students. Sociology course work makes up a significant component of the 21 semester hour program (i.e., Sociology of Aging, Social Research Methods I, and Social Research Methods II). Courses are dual-listed (i.e., sociology and gerontology) and designated at both the undergraduate and graduate level (with additional requirements for graduate students).

- Spring 2001. Dr. John Studstill organized a session on Central Africa at the Southern Anthropological Society with four undergraduate students which encouraged them to go more into depth with their research projects.

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- Spring 2001/Fall 2001. The Sociology Club made several trips to local nursing homes to distribute food items and interact with patients.
- Fall 2001. The Sociology Club actively helped to raise funds for the American Red Cross in support of the victims of 9-1-1.
- Fall 2002. Currently, Sociology Club members and faculty are working in collaboration with the Student Political Awareness Association to sponsor a debate on WHINSEC (i.e., Western Hemisphere Institute for Security Cooperation – the former School of the Americas). Every November thousands of people from across the United States descend on Columbus and Ft. Benning to protest the continued existence of WHINSEC because of its alleged involvement in human right's violations by former graduates of the school. To be held November 6, Father Roy Bourgeois will debate Colonel Richard Downey, Commandant of WHINSEC, at the River Center for Performing Arts, Columbus State University.
- Fall 2002. Dr. Studstill and five of his students will be attending a session at this year's Southern Anthropological Society meeting in the spring. Paper presentations by those students will examine social problems in Columbus (e.g., homelessness, poverty, ethnic relations, health and welfare).
- Fall 2002. Dr. Studstill is also involving students in the Southeast Model African Union. Similar to the Model UN, this simulation exercise requires a team of 7 students to play the role of an African nation involved in negotiations and policy-making for the African Union (formerly the Organization of African Unity). Approximately 15 schools in the Southeast send teams each year to this

simulation. This yearly project helps to bring sociology students into contact with other students from universities throughout the Southeast and thus helps to expand their understanding of issues related to diversity, development, and other cultures.

Columbus State University Comprehensive Program Review**Department of Psychology and Sociology****Program: BS Sociology****Quantitative Measures**

| Measure | 1999/2000 | 2000/2001 | 2001/2002 | 2002/2003 |
|---|------------------|------------------|------------------|------------------|
| Number of Declared Majors - Fall Semester | | | | |
| Full-Time | 22 | 26 | 29 | 36 |
| Part-Time | 20 | 11 | 13 | 13 |
| Total | 42 | 37 | 42 | 49 |
| Number of Degrees Conferred - Fiscal Year | | | | |
| | 9 | 3 | 8 | |
| Credit Hour Production - Fall Semester | | | | |
| Below 1000 Level Courses | 0 | 0 | 0 | 0 |
| 1000 Level Courses | 651 | 870 | 921 | 1,146 |
| 2000 Level Courses | 0 | 0 | 0 | 0 |
| 3000 Level Courses | 183 | 66 | 129 | 171 |
| 4000 Level Courses | 3 | 0 | 48 | 7 |
| 5000U Courses | 0 | 63 | 0 | 126 |
| 5000G Courses | 0 | 0 | 0 | 0 |
| 6000 Level Courses and Above | 0 | 0 | 0 | 0 |
| Average Course Enrollment - Fall Semester | | | | |
| Below 1000 Level Courses | 0 | 0 | 0 | 0 |
| 1000 Level Courses | 54 | 58 | 61 | 64 |
| 2000 Level Courses | 0 | 0 | 0 | 0 |
| 3000 Level Courses | 12 | 22 | 14 | 14 |
| 4000 Level Courses | 1 | 0 | 16 | 7 |
| 5000U Courses | 0 | 11 | 0 | 21 |
| 5000G Courses | 0 | 0 | 0 | 0 |
| 6000 Level Courses and Above | 0 | 0 | 0 | 0 |
| Number of Faculty/Staff by EFT - Fiscal Year | | | | |
| Full-Time Faculty | 2/8 @ .75 | 2/8 @ .75 | 2/8 @ .75 | |
| Part-Time Faculty | 0.00 | 0.00 | 0.15 | |
| Full-Time Staff | 1.00 | 1.00 | 1.00 | |
| Part-Time Staff | 0.00 | 0.21 | 0.00 | |
| Student Assistants | 0.34 | 0.34 | 0.34 | |

| Measure | 1999/2000 | 2000/2001 | 2001/2002 | 2002/2003 |
|--|------------|------------|------------|-----------|
| Prorated Departmental Budget - Fiscal Year | | | | |
| State Funds | \$133,112 | \$142,428 | \$145,127 | |
| Private\Grant Funds | \$121 | \$10,448 | \$0 | |
| Total | \$133,233 | \$152,876 | \$145,127 | |
| Prorated Personal Service Budget - Fiscal Year | | | | |
| | \$129,424 | \$147,066 | \$142,668 | |
| Prorated Operating Expense Budget - Fiscal Year | | | | |
| (Includes Travel) | \$3,809 | \$5,810 | \$2,460 | |
| Prorated Equipment Expenditures - Fiscal Year | | | | |
| | \$0 | \$0 | \$0 | |
| Cost per Major - Fiscal Year | | | | |
| (Total Expenditures/Number of Declared Majors) | \$3,172 | \$4,132 | \$3,455 | |
| Credit Hours Taught Fall and Spring Semesters | | | | |
| (SOCl courses only) | 1,622 | 2,250 | 2,472 | |
| Cost per Credit Hour Fall and Spring Semesters | | | | |
| | \$82 | \$68 | \$59 | |
| Program-Specific Scholarship Funds Awarded | | | | |
| Fall Semester | \$0 | \$0 | \$0 | |
| Spring Semester | \$0 | \$0 | \$0 | |
| Percent of Non-Productive Grades (i.e., W, WF, F, and U) | | | | |
| Lower Division Courses | 24% | 11% | 13% | |
| Upper Division Courses | 13% | 12% | 7% | |
| Graduate Courses | 0% | 0% | 0% | |
| Averages for Declared Majors - Fall Semester | | | | |
| Average SAT Verbal Score | 528, n=26 | 500, n=22 | 508, n=23 | 488, n=23 |
| Average SAT Math Score | 464, n=26 | 428, n=22 | 458, n=23 | 443, n=23 |
| Average Undergraduate GPA | 2.67, n=39 | 2.63, n=37 | 2.77, n=41 | |
| Gender | | | | |
| Female | 32 | 32 | 33 | 44 |
| Male | 10 | 5 | 9 | 5 |
| Total | 42 | 37 | 42 | 49 |

| Measure | 1999/2000 | 2000/2001 | 2001/2002 | 2002/2003 |
|-----------------|-----------|-----------|-----------|-----------|
| Race | | | | |
| Asian | 0 | 0 | 0 | 0 |
| Black | 16 | 18 | 18 | 24 |
| Hispanic | 1 | 1 | 1 | 2 |
| American Indian | 1 | 0 | 1 | 0 |
| White | 24 | 18 | 22 | 22 |
| Multi-Racial | 0 | 0 | 0 | 1 |
| Total | 42 | 37 | 42 | 49 |
| Age | | | | |
| Under 21 | 12 | 16 | 11 | 10 |
| 21 - 25 | 12 | 9 | 19 | 15 |
| 26 - 30 | 6 | 2 | 2 | 12 |
| 31 - 40 | 5 | 7 | 7 | 6 |
| 41 - 50 | 5 | 3 | 3 | 5 |
| 51 - 60 | 2 | 0 | 0 | 0 |
| Over 60 | 0 | 0 | 0 | 1 |
| Total | 42 | 37 | 42 | 49 |
| Average | 27.7 | 25.2 | 25.5 | 27.5 |