UNITED CITY CALACIA ANOLIODACE	

Date:	March 0 2020
То:	Cathy Sandeen, Cathy Sande
From:	
Cc:	John Person Zeynep Kilic, Professor Karl Pfeiffer, Professor Chad Fearolu Professor Nelta Edwarde, References Susan Kalina, Vice Trovos for Academic fill in the Claudia Lempmon, Vice Provest for Study in 1999

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## Recommendations

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# Decision

Recommend Deletion

7KH 8\$\$ 'LYHUVLW\ \$FWLRQ & RXQFLO ZKLFK H[LVWV WR <sup>3</sup>WR cultures and bell HIV RI DOO SHRSOH DUH DFNQRZOHGJHG GLYHUVLW undertook a Diversity and Inclusion Action Plan in 2017 in order to actualize these goals. Further, DAC passed a motion on Jan 13th, 2020 recommending that the EPRHpVoV UHDIILUPV 8\$\$¶V FR

For the last two years, we have been working on outreadSD and took part in all high school events. Although what happens in ASD curriculum is idets four control, we have been intentionally working on improving familiarity with our discipline among high schoolers. We have recently worked ZLWK \$GYDQFHPHQW DQG VHFXUHG IXQGLQJ ZKLFK SURGXFHC contribution b community university relationships as part of our ongoing outreach efforts.

The Sociology Department <u>isot</u> an outlier compared across the campus rega<u>tditign to total</u> faculty pay even when GER courses are taken out of the consideration. Contrary

Date:	February 21, 2020
То:	John Stalvey, Interim Provost
From:	John Petraitis, Interim Dean, College of Arts and Sciences
Cc:	Zeynep Kilic, Professor; Chair, Department of Sociology Karl Pfeiffer, Professor Chad Farrell, Professor Nelta Edwards, Professor
Re:	AY20 Expedited Program Review Findings

Program/s in this review: Sociology BABS

Specialized accrediting agency (if applicable): None

Campuses where the program is delivered: Anchorage

Members of the program review committee:

Zeynep Kilic,Professor andDepartment Chair Karl Pfeiffer, Professor Chad Farrell,Professor Nelta Edwards,Professor

Centrality of Program Mission and Supporting Role

8\$\$¶VPLVVLRQLVWRGLVFRYHUDQGGLVVHPLQDWHNQRZOHGJHWKURX creative expression. UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. It is also committed to instruction at multiple academic levels, success of all students regardless of their higher education goals, and service to the diverse peoples and FRPPXQLWLHV RI WKHet the MeD and the first and fi

- 1. general education courses for undergraduates in CAS and other Colleges,
- 2. opportunities for undergraduates to pursue majors in the humanities, social sciences, natural sciences, and the arts, and
- 3. opportunities for faculty and students to pursue research and creative activitie V L Q &  $6 \$  V academic disciplines,
- 4. graduate programs for advanced studies.

Program Demand (including service to other programs), Efficiency, and Productivity Since2013 the program averaged 12.3 awards per year, but in three of the past four years that mber of awards dropped that average. Additionally, the number of majors and student credit hours both dropped by 35% since 2013. To its credit, the Department became more efficient in this period, covering all of its instructional costs with tuition from students. However, when the full salaries and benefits for everything Sociology faculty do (namely, instruction, research, and service) are considered the Department has a deficit that required state appropriations of ill. Another challenge for the Department is that it draws the attention of comparatively few first year students: since 2013 only 28 highs chool students selected Sociology as their initial major, averaging only 3.5 per yeputting it 18<sup>th</sup> of CAS 19 baccalaureate programs in attracting first-year students.

Program Quality, Improvement and Stu G ys Bb49e

Deletion of the BA/BS major but retain a smaller set of faculty for continued contribution of general education courses and courses for Political Scienced International Studiesmajors. This recommendation is particularly difficult because the faculty do so many things right. Exhibit A could be that 3-4 incoming students declare Sociology as their major but 102 graduate with degrees in Sociology. However, budget cuts are forcing CASOffer fewer programs to students in the future. Despite all that this program does well, deleting the Sociology BA/BS will likely have relatively modest impact on the number of students who come to UAA in the future Infortunately, fewer future students will discover this vibrant program and its strong faculty in the future and fewer willswitch their major to Sociology. Fortunately, keeping atleastone Sociologist will ensure that future students have the opportunity to experience the value that his discipline hasand experience a core of International Studies Program deletion requires approval by BOR and NWCCU.

Submission date: 2/7/2020

Program/sin this review: Sociology BA & BS

Chad Farrell, Professor, Anchorage

1. Centrality of Program Mission and Supporting Role (700 words or less)

In 1953, anthropologist Margaret Lantis wrote an essay in the American Sociological Review lamenting the lack of sociologists in Alaska. She laid out an array of still-relevant opportunities for sociological inquiry in the state, including population growth and urbanization, rural-to-urban migration, immigration, and ethnic relations. Presciently, she mentioned the diversity of Anchorage schools as a particular area of sociological interest. Soon after her call, Anchorage Community College was offering sociology classes (first catalog year, 1957) and Sociology

<u>Availability and indications of quality of distance offerings</u>: At the beginning of the review period (2013), the Sociology Program had 3 online/distance delivered courses available to students. Only one course, Introduction to Sociology (SociologyA101) was core to the major and minor programs. At present (2019), 4 of 7 core courses are available as online/distance delivered courses. The Sociology minor may be done entirely online. Three of 4 faculty offer online/distance delivered courses. Two of these faculty were awarded Technology Fellowships during the 2012-2013 academic year, specifically for the development of online/distance courses. A total of 8 courses (lower division - SociologyA101, SociologyA201; upper division - SociologyA307, SociologyA342, SociologyA343, SociologyA347, SociologyA361, SociologyA402) are now available distance/online.

## Program Student Learning Outcomes assessment:

The following are Sociology Program Student Learning Outcomes and assessment indicators from the 2019 Sociology Program Educational Effectiveness Assessment Plan.

- 1. Demonstrate decision-making skills appropriate to evidence-based identification, understanding, and amelioration of social problems.
- Demonstrate fundamental technical proficiency in social science research in preparation for graduate level training or direct employment in professional fields utilizing the methods and analytical skills of the social sciences.
- 3. Demonstrate ability to work collaboratively in preparation for work in organizations characterized by complexity, rapid change, and high levels of cultural diversity.

Indicator: ETSScores National institutional scoring norms for the ETSMajor Field Test in Sociology for 2019 were developed from 142 institutions and 7,065 sociology students who took the test between 2012-2018. The UAA ional score during this time period averaged slightly above the 80th percentile,

reaching 97<sup>th</sup> percentile in 2016. The data indicate that our students have strong disciplinary training that is competitive with comparable institutions, in preparation for graduate schools, professional schools, and employment.

A UAA Sociology Alumni survey identified that our graduates use research skills at their current job; such as collecting data (61%), conducting quantitative (48%) and qualitative (47%) data analysis, developing a research design (33%), managing research projects (28%), and writing research reports (72%). (296 words)

5. Summary Analysis (500 words or less)

Our faculty research has been recognized internationally and directly contributed to our local community (e.g., Dr. n diversity, see video on Department webpage). Our department has contributed to both UAA and the state economy through branding activities such as international conferences (ASFS'AFHVS2019, \$1 million+), award winning creative works (Tables of Istanbul, documentary), international fellowships (Fulbright) as well as external (Institute of Turkish Studies, Turkish Oultural Foundation) and internal grants (Innovate), and through serving on executive boards of professional associations (ASFS) and national research grant panels such as Fulbright and National Endowment for the Arts. Our faculty has also received teaching and mentorship recognition

Research Faculty Exemplar Award. Sociology faculty diligently work towards a better campus by being active citizens in university governance through their work in the Faculty Senate, UNAC, Chancellor and Provost search committees, IRB, UAB, and Promotion and Tenure Review committees, as well as contributing to important initiatives such as the Multicultural Postdoc, Women and Gender Studies program, International Studies program,

and Violence. We have offered scholarly productivity and writing workshops on and off campus. Our work across campus is a further testament to our desire to contribute to and collaborate with other programs.

instruction, mentoring undergraduate research, retaining and guiding students to graduation through individualized advising, creating a respectful campus environment), excellence (in teaching, service and scholarship, engaging our community partners, evolving program to meet current needs such as distance delivery and high impact teaching practices), access (reducing barriers for students by streamlining program requirements and decreasing time to degree, accessible course design, offering ASD access to sociology faculty, participating in all high school programming on campus), and affordability (such as using Open Educational Resources, minimizing program fees). Diversity and Inclusion Student Learning Outcomes are also very much integral to our program and are highlighted in all of our courses and cur

all areas from teaching and research to engagement and creative expression.

The UAA Sociology program has established a consistent stream of graduates and has done so efficiently; it has exceeded the UAA 2020 goals for six- -to-

faculty ratios; it generates considerable demand outside the major and produces more student credit hours per faculty than is typical across the university; its tuition revenue exceeds the costs of instruction even as it delivers courses costing less per student credit hour than the university average. It has accomplished all of this while simultaneously garnering local, national, and international recognition for its research. In short, UAA Sociology is a