

I. Impact and overall essentiality of the program; connection to mission/vision/ASU2020

- Level of importance to the university

Adams State University's Department of Sociology is an essential component of the University's programming. The Department offers a 51-credit major with emphases in social welfare and in criminology. The Department provides a challenging and responsive curricula that promotes students' professional development. After exercise science and business administration, sociology has the highest student enrollment (Huron Consulting, 2017). Its modest total cost (\$402,632) means that it is a value-added program at ASU.

- Service to other disciplines

Our Sociology degree students make a direct contribution to other disciplines. After completing their 37 credits of general education requirements, and their 51 credits that our major requires, they must still complete 22 credits in other areas in order to reach the graduation requirement of 120 total credits. Many of our students minor in psychology, business or HPPE. In addition, they must complete two pre-requisite classes: the Library Science 225 Research Skills for the Behavioral Sciences (1 credit) as well as the Business 120 Computer Applications class (3 credits).

As Table 1 demonstrates, sociology majors have taken 2655 (2016-2017), 2794 (2015-2016), and 3171.5 (2014-2015) credits across disciplines.

Table 1: Sociology's Service to Other Disciplines; Information from Induced Load Matrices

Academic Year	Soc Majors Generate Credits	Rank for Soc Majors Generate Credits
2016-2017	2655	6 th
2015-2016	2794	7 th
2014-2015	3171.5	7 th

This data indicates that we rank sixth (2014-2015) and seventh (2015-2016 and 2016-2017) among the 17 departments in terms of credit hours our students take across disciplines.

- Extent to which the program helps to differentiate/distinguish the university
- Uniqueness and relevance to the SLV

The *Voices of the Valley* project made a direct contribution to the San Luis Valley through providing published interviews and a paper that chronicles the discrimination faced by Hispanic farmers in the SLV (benjaminjameswaddell.com). This information is now disseminated in the SLV schools, which allows local K-12 students to learn about the history of the SLV.

Through our required internship class, approximately 75 students have completed internships in the last five years; this amounts to 8760 hours of community service in the San Luis Valley. In addition to volunteer community service through the internship placement, our students move into jobs in the SLV. Currently, our graduates work in such varied San Luis Valley settings as the six counties' Departments of Human/Social Services, La Puente Homeless Shelter, Tu Casa, Inc., Community Corrections, SLV

Behavioral Health Group, Sage Youth Juvenile Facility, Office of the State Public Defender, 12th Judicial District Probation Department, Colorado State Patrol, local and regional police and sheriffs' departments, Center for Restorative Programs, SLV Children's Advocacy Center, Rocky Mountain Offender Management System, Blue Peaks Development Services, San Luis Care Center, Boys and Girls Club of Alamosa, Immigrant Resource Center, Evergreen Nursing Center and Adelante Family Services. This list is not exhaustive, but it demonstrates the unique contributions our graduates make to the life of the San Luis Valley.

- Alignment of the program with ASU2020

Goal 1: *Academic Excellence*; ASU will provide challenging and responsive curricula that educate, serve, and inspire our diverse populations.

The mission of the ASU sociology program supports and engages the mission of the institution and the goals of ASU 2020. Diversity is a key component of our majors and the curricula we offer. Both at the national and the local levels, the discipline attracts disproportionate numbers of women, first-generation college students, and students of color (American Sociological Association, 2017, *The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers, and Online Learning*). The curricula we offer, with its heavy emphasis on the patterns and effects of social inequality coupled with a concentration on intersections of race and gender, attracts our diverse group of students. Our department emphasizes critical thinking and advocacy for a more just society, while equipping students with knowledge and skills that are valued by employers.

Goal 2: *Student Success*; ASU will address diverse student needs by offering varied learning opportunities and support services for all students to achieve educational, personal, and career successes.

The students in the sociology degree program enter the major with the goal of earning a bachelor's degree; often they are the first in their family to do so and this goal seems insurmountable. They engage with our department's professors, each of whom has a unique teaching style. We provide a supportive, distinct learning environment that stresses the importance of learning as a lifelong endeavor, and one which encourages the acquisition of higher level degrees. They begin to transform their ideas of success.

Data from the 2015 Alumni Survey (n=419) demonstrates that approximately 69% of Sociology graduates intend on earning an M.A. or higher level degree, compared to approximately 53% of students from other majors (please see Table 2 below).

Table 2: What is the degree you ultimately plan to earn?

What degree do you ultimately plan to earn?	Major	
	Non-sociology Graduate	Sociology Graduate
No further degree	45.9%	31.3%
Another B.A.	1.4%	0.0%
M.A. or higher level degree	52.7%	68.7%
Total	100.0%	100.0%
(N)	(362)	(48)

Once in our major, students are exposed to the importance of graduate school through our Pre-Professional Seminar class. As a result, many of our majors expand their educational goals to include career success with an advanced degree.

Goal 3: *Personal and Professional Development*; ASU will provide educational and professional development opportunities for faculty and staff.

The faculty of sociology attend national conferences such as the American Sociological Association conference and regional conferences such as the Pacific Sociological Association. We take part in faculty development workshops, and one faculty member has led a professional development workshop. The faculty also attend CIELO and Kindred Spirits presentations as participants or as presenters. One faculty member attended a three day conference on how to be a good departmental chair.

Goal 4: *Access & Affordability*; ASU will develop innovative pricing and aid strategies that will maximize opportunities for our diverse and historically underserved students for all levels and delivery models.

A degree in sociology is one of the less expensive options at ASU. Beyond the technology fee for SPSS, our majors do not pay extras, and our major does not require expensive equipment.

Goal 5: *Community Relations*; ASU will collaborate with the community to provide culturally responsive and sustainable development opportunities that mutually benefit the campus and the San Luis Valley community.

All of our majors are required to register for the internship class. Approximately 75 students have completed internships in the last five years; this amounts to 8760 hours of community service in the San Luis Valley.

The department of sociology faculty have presented in the Faculty Lecture series which is open to the public. Our department is a lead organizer of Women's Week, which is also open to the public. Community members come into the sociology classes to present on various topics. Our faculty members are on boards of organizations where they lend their expertise. One faculty member volunteered her time writing grants for a non-profit, raising approximately \$50,000 annually from 2004 to 2014.

II. Quality of the program's outcomes

- Results of annual assessment reports

Table 3 (below) shows the mean score on all five components of the Annual Assessment for the last four years. (Earlier data is not available due to the resignation of the faculty member who did these reports prior to 2014-2015.)

Table 3: Sociology's Mean Score on the Annual Assessment; Student Learning Assessment Committee

Academic Year	Mean Score in Five Categories
2016-2017	1.7142
2015-2016	1.825
2014-2015	1.666
2013-2014	Excellent in all categories

While sociology has faced a number of sudden resignations by faculty, the most recent comments by the Student Learning Assessment Committee acknowledge the hard work of the department. Their comments state (2016-2017 academic year):

1. Clearly defined instruments, benchmarks and results.
2. Improvements in curriculum involving the Pathways Project, student portfolios, and outside review is both relevant and appropriate.
3. The content of discussions is apparently of exceptionally high quality and changes are innovative and institute best practices.
4. Considering the challenges the department is going through the report shows a very strong emphasis being put on assessment is still being made.

- Scores of graduates on national assessments

Sociology administers the Major Field Test (MFT) in Sociology of the Educational Testing Service to every graduating senior. We have discovered that there is often a strong cohort effect in our scores on the MFT. When we have a group of exceptionally strong students, we easily meet the 50th percentile mark. But, when we have a weak cohort, we often fall below the benchmark. Due to the strong cohort effect on the ETS exam, which provides us little reliable information, preliminary discussions are taking place in our department to transform our current assessment protocol.

While national assessment measures are important, there are measures at the local level that demonstrate the high quality of the sociology's program outcomes. All Sociology majors must complete an internship and be evaluated by their immediate field supervisor. Supervisors complete an Internship Final Review that evaluates interns across five dimensions (reliability, performance, professionalism, working with others, and career potential) on a four point scale from "performance below expectations (1)" to "performance consistently exceeded expectations (4)." Sociology's goal is that students' mean averages are above a 3 (performance consistently achieved expectations) on each dimension and that 80% of our students perform at the rank of 3 or higher on each dimension. Table 4 (below) demonstrates that our students have performed according to our standards in their internship settings over the last five years.

Table 4: Percent of Internship-Students Whose Field Supervisor Evaluated Them at a 3 (Performance Consistently Achieved Expectations) or Higher During the Last Five Years

Year	Percent
2016/2017	100%
2015/2016	100%
2014/2015	80%
2013/2014	83%
2012/2013	94%

The internship experience is integral to our students gaining employment. Many of our students move from their internships (usually taken the last semester) directly into full-time jobs. The importance of the internship is stated in the 2015 AAC&U survey and the 2012 *Chronicle of Higher Education* survey. "Employers identified internships as the most important credential for applicants to have on their

résumés to improve the likelihood of being considered for a job. Internships provide students with an opportunity not only to learn valued skills, but to demonstrate their ability to exercise them.”

- Jobs secured by graduates

Data from the 2015 Alumni Survey (n=419) demonstrate that Sociology graduates have had above average success on the job market as shown by the fact that a higher percentage are working in their chosen career (82.7%) compared to 71.4% of all graduates (see Table 5 below).

Table 5: Are you currently employed in a job or career that is directly related to your major?

<i>Employed in job/career directly related to your major?</i>	<i>Major</i>	
	<i>Non-Sociology Graduate</i>	<i>Sociology Graduate</i>
YES	71.4%	82.7%
NO	28.6%	17.3%
Total	100.0%	100.0%
(N)	(367)	(52)

Sociology jobs are extremely relevant in any economy, from small towns to large cities. Our students find jobs as social workers, probation officers, directors of homeless shelters, halfway houses, correctional institutions, and agencies for women leaving abusive relationships. They secure jobs at mental health facilities working with all kinds of populations, as child abuse advocates, and victim advocates. Many are working as police officers and as highway patrol officers.

- Admission to graduate or professional schools

Data from the 2015 Alumni Survey demonstrates that almost half of all Sociology graduates (47.1%) have taken courses towards an additional degree compared to 36.3% of graduates from other majors (please see Table 6 below).

Table 6: Have you taken any courses toward an additional degree since receiving your degree at Adams State University?

<i>Have you taken courses toward an additional degree?</i>	<i>Major</i>	
	<i>Non-Sociology Graduate</i>	<i>Sociology Graduate</i>
YES	36.3%	47.1%
NO	63.7%	52.9%
Total	100.0%	100.0%
(N)	(369)	(51)

More importantly, Sociology graduates report higher levels of preparedness for graduate school. While approximately 35.5% of the graduates of Adams State report being very prepared for graduate school, that percentage is 45.2% for Sociology graduates (Table 7 below).

Table 7: How well did Adams State University prepare you for graduate school?

<i>How well did ASU prepare you for graduate school?</i>	<i>Major</i>	
	<i>Non-sociology Graduate</i>	<i>Sociology Graduate</i>
Not at all	5.5%	6.5%
A little	5.5%	0.0%
Somewhat	17.5%	16.1%
Mostly	36.0%	32.3%
Very	35.5%	45.2%
Total	100.0%	100.0%
(N)	(200)	(31)

Table 8: If you continued your education, how well do you think ASU prepared you for your further/continuing education?

<i>How well did ASU prepare you for furthering education?</i>	<i>Major</i>	
	<i>Non-sociology Graduate</i>	<i>Sociology Graduate</i>
Very well	33.6%	40.0%
Well	39.4%	37.5%
Adequately	21.9%	20.0%
Poorly	2.9%	2.5%
Very Poorly	2.2%	0.0%
Total	100.0%	100.0%
(N)	(274)	(40)

Furthermore, 40% of Sociology graduates feel they are Very Well Prepared for continuing their education, compared to 33.6% of graduates from other majors (Table 8 above). This data indicates that sociology is meeting and exceeding all departmental program outcomes.

III. Demand for the program

- Internal demand: Induced Course Load Matrix – multiple slices.

The matrices demonstrate that the total credit hours generated by our program are 3408 (2016-2017), 3666 (2015-2016), and 4270 (2014-2015). Across the 17 disciplines, sociology ranks 6th (2016-2017), 7th (2015-2016) and 4th (2014-2015) in terms of credits generated through our courses.

Table 9: Internal Demand for Sociology Courses; Induced Course Load Matrix Information

Academic Year	Sociology Classes Generate Credit Hours	Rank for Sociology's Credit Hours
2016-2017	3408	6 th
2015-2016	3666	7 th
2014-2015	4270	4 th

- Service to other areas

Three of our courses are cross-listed in other departments: SOC 419 Gender and Society is part of the Women's Studies minor, SOC 340 Rural Sociology is part of the Ag-Business major, and SOC 425 Environment and Society is part of the Environmental Science major. Through these three classes, sociology contributes to other disciplines.

- Service to gen. ed.

The SOC 201 The Sociological Imagination is a general education course in Area IV Social and Behavioral Sciences. Table 10 below shows the enrollment and revenue for this course over the last five years.

Table 10: Enrollment and Revenue for SOC 201 The Sociological Imagination Last Five Years; Credit Hour Cost Based on Undergraduate Resident Rates Tuition and Fees with COF Stipend

Academic Year	SOC 201 Enrollment	Total Credits	Total Revenue
2016-2017	470	1410	(\$390/credit) \$549,900
2015-2016	480	1440	(\$355/credit) \$511,200
2014-2015	458	1374	(\$330/credit) \$453,420
2013-2014	500	1500	(\$306/credit) \$459,000
2012-2013	501	1503	(\$269/credit) \$404,307

As can be seen, this class generates about half a million dollars. In addition, the department offers five to six sections per semester of this class. This means that we usually have full sections with approximately 40 students.

The Induced Course Matrices demonstrate that students in every major, with the exceptions of Education and Computer Science, take classes in sociology; many of these students are taking the introductory course.

The campus recently approved themed pathways for general education. Sociology has plans to contribute three courses; Sociology of Sport, Sociology of Crime, and Sociology of Race, Class and Gender. This is another future way sociology will contribute to the general education classes.

- Employment opportunities: national and state statistics

Employment prospects for newly minted sociology bachelor's degree students are rosy. Table 11 (below) shows the job outlook (2016 to 2026) for some of the types of jobs our students fill. Most of the jobs have a projected percent change in employment that is much higher than the average growth rate of 7 percent.

Table 11: U.S. Department of Labor; Bureau of Labor Statistics

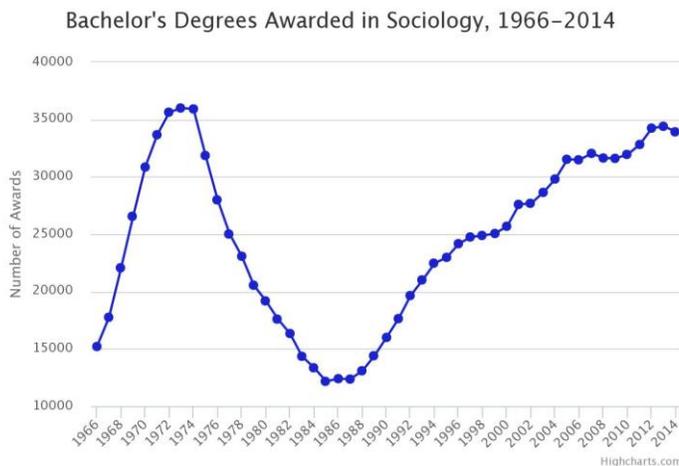
Type of Employment	Job Outlook, 2016-26*
Social and Human Service Assistants	16% (Much faster than average)
Social and Community Service Managers	16% (Much faster than average)
Social Worker	15% (Much faster than average)
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	20% (Much faster than average)
Private Detectives and Investigator	10% (Faster than average)
Police Officer	7% (As fast as average)
Probation Officers and Correctional Treatment Specialists	6% (As fast as average)

*Definition: The projected percent change in employment from 2016 to 2026. The average growth rate for all occupations is 7 percent

These statistics demonstrate that demand for a sociology degree at ASU should continue to be strong.

- 10-year trend of graduates (3-year rolling averages)
- National, state, and local enrollment trends

The popularity of the sociology degree is demonstrated in national data. The chart below shows this trend.



Source: US Department of Education IPEDS Completions Survey. Obtained from WebCASPAR, <https://ncesdata.nsf.gov/webcaspar/>

Given the positive job prospects, we can anticipate that a B.A. in sociology will continue to be in high demand among college students for the foreseeable future.

IV. Size, scope and productivity of the program

- Number of degrees awarded per tenured & tenure-track faculty member – 5 years of data
- Number of student credit hours generated per tenured & tenure-track faculty member – 5 yrs of data

The Department of Sociology maintains some of the highest enrollment among majors on campus. As Table 12 (below) demonstrates, the number of credit hours per faculty member has decreased,

however, the Department has maintained a strong cohort of graduates each year, as can be seen by the second column with number of degrees awarded by faculty member remaining relatively constant over the last five years. (Faculty number is 4.625 to account for the chair position, which is a .625 teaching load.)

Table 12: Degrees Awarded per Faculty Member, Credit Hours per Faculty Member – Five Years

Academic Year	Degrees/Faculty	Credit Hrs/Fac
2016-2017	5.84	737
2015-2016	6.27	793
2014-2015	5.84	923
2013-2014	4.97	921
2012-2013	5.84	998

- Enrollment and faculty load

Below (Table 13) is the enrollment data for sociology. Like many other areas of the University, we see a decline in enrollment. However, it is important to note that these numbers do not include the Extended Studies program.

Table 13: Sociology Degree Program Enrollment

Academic Year	Enrollment
2016-2017	152
2015-2016	163
2014-2015	173
2013-2014	202
2012-2013	239

In terms of on campus faculty load, the three new members teach 12 credits each semester. Of the two senior members, one teaches 12 credits each semester, the other teaches 9 (fall) and 6 (spring) credits.

- Service to campus
- Fraction of tenured & tenure-track faculty engaged in campus-wide committee assignments (standing committees, search committees outside the department, appointments to task forces or working groups, etc.)
- Fraction of tenured & tenure-track faculty engaged in campus-wide committee leadership (chairs)
- Service to community & community engagement

Currently, the Department's faculty consists of two senior members and three very new members. While the new members are not yet participating in committees, the senior members have been active in campus-wide committees. Table 14 (below) shows the involvement of the sociology faculty in committees over the last five years.

Table 14: Sociology Faculty Involvement in Campus Committees

Academic Year	Position #1	Position #2	Position #3	Position #4	Position #5
2016-2017	SLV Science Fair judge, Latino Caucus, Parenting Room	Faculty senate, Resigned after fall semester		Faculty senate, Women's Week planning committee, Theme Team Chair, Curriculum Innovation Team (CIT), Essential Learning Task Force (ELTF) Parenting Room, Advance Grant	Lead on Undergraduate Sociology Conference, Extended Studies liaison, Psychology retention committee, AC
2015-2016	New hire, SLV Science Fair judge	Faculty senate, Speaker convocation	Campus renewal & planning committee	Faculty senate, Women's Week Planning Committee, FTAC Chair, CIT, ELTF, Parenting Room, Advance Grant	Lead on Undergraduate Sociology Conference, Extended Studies liaison, AC
2014-2015	GECC, Resigned after fall semester	Summer salary committee, Title V Steering Committee,	Campus renewal & planning committee, AC	CIELO Survey Analysis, FTAC Chair, ELTF, Women's Week, HLC Criterion 4 Self-Study	Lead on Undergraduate Sociology Conference, Extended Studies liaison
2013-2014	GECC, SLV Science Fair judge, Student Scholar Days judge	Summer salary committee, Title V Steering Committee, English search committee	Campus renewal & planning committee, AC	CIELO Survey, FTAC Chair Faculty Senate	CAMP workshops, Lead on Undergraduate Sociology Conference, Institutional Review Board
2012-2013	New hire, SLV Science Fair judge	SLV Science Fair judge, Hilos Institute, Summer Nicaragua Program	Campus renewal & planning committee, AC	FTAC Member, Faculty Senate	Lead on Undergraduate Sociology Conference, Institutional Review Board

With the exception of one faculty member, the table indicates that all of the other sociology faculty members have been involved in the broader campus. Forty percent of the faculty have been chairs of committees during the last five years.

V. Cost and benefit of the program

- Salaries and program delivery costs (including administrative costs and specialized course support costs)
- Overall cost
- Cost per tenured & tenure-track faculty member
- Cost per graduate
- Cost per SCH

The sociology department provides a cost effective program. Tables 15 and 16 (below) show the current costs for the sociology program.

Table 15: Cost of Sociology Program

Category	Expense
Faculty Salaries	\$259,056*
Faculty Benefits	\$116,799
Support Staff Compensation	\$14,082
Support Staff Benefits	\$6,988
Operating Expenses	\$5,707
TOTAL	\$402,632

Table 16: Cost per Faculty, per Graduate and per SCH

Cost/Faculty	Cost/Graduate	Cost/SCH
\$80,526	\$72,765	\$106.49

As of fall 2018, the largest expense, faculty salaries, ranges from the mid-\$40,000 to the mid-\$60,000's* (not including the full benefits package). In addition, there is only one admin II level position that is shared with the psychology department. ASU's sociology degree is a value-added program because it generates significantly more revenue than costs associated with the program.

*The salary of the senior faculty member who resigned in August 2017 has been recalibrated to the \$45,000 level, which represents the amount it will be for the foreseeable future.

- Revenue generated by the program

In 2016-2017, it appears that sociology generated \$1,329,120 in income (\$390 per credit X 3408 credits). This appears to be a profit of \$886,481 (\$1,329,120 - \$442,639). The cost savings of the sociology degree program translate into a value-added program at ASU.

Grants to the department came in for the Foreign Studies/Nicaragua program from University of New Mexico to support UNM and ASU students, and for the *Voices of the Valley* research (BLM support), detailed below:

1. 2016 \$65,000 Ethnographic Research Grant: BLM
2. 2016 \$15,000 Sangre de Cristo National Heritage Area, Research Grant.
3. 2015 \$13,500 UNM Office of Provost (Study Abroad Award for co-led exchange program, "Sustainable Development in Nicaragua)
4. 2014 \$30,000 Ethnographic Research Grant: BLM
5. 2014 \$13,000 UNM Office of Provost (Study Abroad Award for co-led exchange program, "Sustainable Development in Nicaragua)
6. 2013 \$17,000 UNM Office of Provost (Study Abroad Award for co-led exchange program, "Sustainable Development in Nicaragua)

- Recruiting efforts by program personnel – bulleted list generated by departments with supporting evidence (students matriculating) – rank as upper 20%, next 20%, etc.

Faculty participate in Discover Days. The chair meets regularly with visiting prospective students and their families. Table 17 shows the number of degrees awarded in sociology in the last five years.

Table 17: Degrees Awarded in Sociology Last Five Years

Academic Year	Degrees Awarded
2016-2017	27
2015-2016	29
2014-2015	27
2013-2014	23
2012-2013	27

The chart shows the consistency over the last five years. Despite declining enrollment at ASU, sociology is maintaining the same number of majors.

VI. Faculty and program strengths and accomplishments

- Faculty credentials, skills, flexibility, breadth/depth, etc.
- Fraction of faculty with terminal degrees

A key component of the sociology department is that all of the faculty have Ph.D.s in sociology. We do not hire contingent faculty to teach any of our on campus classes. Many of our sociology majors are recruited through their first introductory course in sociology at ASU. Most high schools do not teach sociology; this is a discipline with which most students have had no contact before coming to ASU. This is a national reality. Research shows that 90 percent of sociology majors chose the major because they enjoyed their first sociology course (American Sociological Association, 2017).

By having tenure-track positions filled exclusively by Ph.D.s, we ensure continuity across courses and the opportunity for students to develop the kinds of meaningful connections with faculty that improve learning outcomes. The importance of employing full-time, Ph.D. faculty in the department is recommended by the American Sociological Association, “Every effort should be made to limit the use of contingent instructors, especially for staffing introductory courses, since experienced full time faculty can be critical for recruiting students to the major” (2017:17). The sociology department meets these standards.

- Quality of the curriculum
- Degree of alignment to recommendations of national organizations

ASU’s Department of Sociology has a strong curriculum that aligns with the twelve recommendations of the American Sociological Association as stated in *The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers, and Online Learning* (2017). Five of these recommendations are listed and discussed, below.

Recommendation 3: Include required courses in: introductory-level sociology, sociological theory, research methods, statistical analysis, substantive topic areas, and a capstone experience within the sociology major.

ASU's Department of Sociology has all of these types of classes. The introductory class is SOC 201 The Sociological Imagination (3 credits). We teach SOC 445 Social Theory (3 credits), SOC 311 Social Statistics (4 credits), and SOC 455 Sociological Research Methods (4 credits). Our substantive topic areas are criminology and social welfare. Our capstone course is the internship.

Recommendation 4: Integrate progressive learning structures within the curriculum via course prerequisites that systematically guide students to engage with increasingly advanced content and activities.

We have course prerequisites for our substantive topic areas. In the criminology emphasis, students must take the 200-level introductory criminology course before registering for the three upper division classes. As well, in the social welfare emphasis, students must complete the 200-level Social Problems class before registering for the three upper division classes of the concentration. The capstone class is our internship.

Recommendation 5: Provide multiple opportunities within the curriculum for students to engage in empirical inquiry that includes research design, data collection, and qualitative and quantitative analysis.

The SOC 311 Social Statistics and the SOC 455 Sociological Research Methods provide these opportunities. In addition, our students present at Student Scholar Days and at the Undergraduate Sociology Conference (see more below). Finally, students complete research projects in various upper division courses in the program.

Recommendation 7: Provide curricular and co-curricular structures to help students gain knowledge and apply skills that support them in their post-baccalaureate careers.

The annual Undergraduate Sociology Research Conference brings together talented student-researchers from ASU, Western Colorado State University, Colorado Mesa University and Fort Lewis College to present their semester projects in a relaxed, academic conference environment. Students also present their research at ASU's Student Scholar Days.

Recommendation 10: Develop and maintain advising and mentoring processes that support students' decision making in achieving their educational goals, engage students in career planning, and offer guidance on further study in sociology and related fields.

The SOC 395 Pre-Professional Seminar class is specifically designed to introduce students to internship opportunities, employment after earning their B.A., and graduate school. This course gets students thinking about their career futures, and many students begin considering graduate school for the first time. By bringing former sociology graduates, who are now working professionally in the SLV, back into the classroom to discuss their career trajectories, students learn the importance of furthering their education.

- Quality of physical resources (equipment, facilities, etc.) required to deliver the program

In terms of the quality of the physical resources required to deliver the program, ASU's Department of Sociology benefits from the remodel of the McDaniel Hall. The classrooms support small group discussion and interactive learning. The building has informal discussion areas to support student collaboration. There is also reliable access to high speed internet, classrooms with projectors and computers, and computer resources that are available in the MCD 181 lab. The computers throughout campus have the data analysis software Statistical Package for the Social Sciences (SPSS) that is a requirement for completion of the 300-400 level sequence of Social Statistics and Sociological Research Methods. In addition, the support of the Academic Instructional Technology Center (AITC) provides important training and support of sociology faculty to use online teaching modalities.

VII. Future potential of the program

- Opportunities to reconfigure the program to the benefit of the university

Sociology will be participating in the new pathways program by contributing three classes. This reconfiguration will provide more general education courses that are directed at students in other majors, and it provides an opportunity to offer classes that will spark students' interest.

- Potential for program growth/adaptation with trends in the discipline, student needs, national trends, etc.

Job prospects for sociology majors are positive. Our department's curriculum meets and exceeds national standards. Our students attend undergraduate research conferences. Our faculty have Ph.D.s in their teaching areas. Our program is value-added; generating much more revenue than costs. We have the third largest enrollment of any department. Finally, the alumnae survey demonstrates that most graduates are working in their fields.

- Potential for development of online presence

Currently, sociology has an online and prisoner degree program. While there is need to find instructors for all of the classes, this is not an insurmountable barrier. However, concerted attention needs to be placed on making the Extended Studies sociology degree complete, especially in light of the research that shows that when college students are asked about their future plans, about one-third expect to study online, one-third on campus, and one-third will combine the two (ASA 2017).

- Potential for growth of interdisciplinary programs

The pathways themes contribute to interdisciplinary programming. Sociology of Sport may be useful for the HPPE program. In addition, sociology will contribute to the new Food Studies program through its class Rural Sociology and Environment & Society.

- Opportunities for collaboration or partnerships with other institutions

Our department partners with the three institutions of Colorado Mesa University, Fort Lewis College, and Western Colorado State University through the Undergraduate Sociology Research Conference.