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REVIEW REPORT
on the
SOCIOLOGY PROGRAM

MARCH 2003

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EXECUTIVE SUMMARY

The Review Committee found the UCC Sociology Program to possess a comprehensiveness and integrity of purpose that it has managed to maintain in spite of modest faculty resources and increasing student demand. With seat utilization in the last four years second only to Theatre's and Psychology's, the Sociology faculty should be recognized for their dedication and hard work.

Sociology faculty members are aware, however, of issues that they should address to continue the successes of the past and to improve their program. Almost a decade after the launching of the Sociology Major in 1994, it seems appropriate for them to revisit the mission and goals of the program and to adjust those to the needs and aspirations of their students. Out of this reassessment may emerge several curricular changes and adjustments, principal among which may be a reduction in the number of courses offered (this being as much a way of reducing faculty preparation time as of reducing diffusion within the program); a rationalization of the content of Sociology 111 and 121; the introduction of a semester course in classical sociological thought; making courses in both qualitative and quantitative analysis requirements for graduation; an integration of data analysis and software applications throughout the program (where feasible); and an articulation of and increased emphasis on thinking, writing, organizational and oral communication skills as desired outcomes.

As a means of ensuring that students entering upper level Sociology courses have previous exposure to the discipline, the Review Committee recommends the implementation of first and second-year prerequisites.

Suggestions are made in regard to discipline governance and communication, and especially the need to upgrade and update the discipline web-site, which the Review Committee sees as the primary marketing tool available to the faculty.

Finally, the Review Committee recommends that two discipline priorities be the development of a case for a dedicated Sociology lab, and the faculty's acquisition of WebCT technology skills that will help them realize efficiencies in course management.

The Review Committee thanks the Sociology faculty for their cooperation in the review, and hopes that its suggestions will provide a basis for discussion, debate and ultimately program improvement.

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SOCIOLOGY PROGRAM REVIEW
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CHRONOLOGY OF THE SOCIOLOGY PROGRAM REVIEW

The Sociology Program Review was launched on April 25, 2002, when a planning meeting between the five permanent Sociology faculty and Institutional Research and Planning was held to discuss program review procedures and questionnaire design. Further meetings on May 23 and June 26 moved the program review agenda forward, and Institutional Research and the Sociology faculty were in continuous communication over the summer months via email. It was decided that, for the former student survey, students who had earned 18 credits or more in UCC Sociology Upper Level courses between 1998 and 2002 would be sent questionnaires.

Stakeholders in the Sociology Program were surveyed on the following dates:

Faculty:	August 27, 2002
Former Students (1998-02):	August 28, 2002
Current Students (WL) (Yr. 2):	October 29, 2002
Current Students (Yr. 2):	October 22-31, 2002
Current Student (Yrs. 3 & 4):	Oct. 21- Nov.1, 2002

Reminders were mailed to non-responding former students on September 18, 2002. All faculty members had responded by October 18. The Office of Institutional Research attempted to contact non-responding former students by phone between October 2 and 9.

The cut-off date for all responses was November 21. Information binders were sent to members of the Sociology Program Review Committee on November 25, and that committee met to analyse the data and form its recommendations on December 16 and 17, 2002.

PROGRAM BACKGROUND

Sociology courses have been taught at UCC since 1971. From 1971 until his retirement in 1993, Neil Morrison gave the discipline a distinctive focus and direction. Neil taught courses in crime and deviance. His interest in ethnic minorities offered opportunities for field trips and other innovative approaches to learning. Neil drew on a broad range of life experiences and impressed students with his engaging and colourful classroom presence. Next year two bursaries will be awarded in Neil's honour and a donation of a journal to the library will bear his name.

With the attainment of university college status in 1989, Sociology added two new faculty: Brian Elliott from the University of Edinburgh and David MacLennan from the University of Western Ontario. Clay Mosher and Elizabeth Asner made significant contributions to developing Sociology's presence on the Kamloops campus in the early 1990s. The full-time faculty that followed have each brought with them particular areas of knowledge and expertise: Nan McBlane (1991), John Cleveland (1993), Linda Deutschmann (1994) and Dawn Farough (1995). Currently the department has two part-time faculty members: Chris Bugley has taught on the Williams Lake campus since 1999 and became a regularized part-time member of the faculty in 2001, and Ron McGivern has taught part-time in Kamloops since 1997. Other full-time, sessional, and part-time faculty who have contributed to the growth of Sociology include Becki Ross, Vicki Nygaard, Beth Simpson, Carol Martin, Rene Gadacz, and Greg Loewen.

In the period after 1989, Sociology struggled to develop a more complex identity. The traditional commitment to serving professional degrees like nursing was maintained. However, despite talk of interdisciplinary ventures, the early 1990's was the heyday of new majors. Aware of the resources and academic status associated with the major degree, Sociologists worked toward the creation of a Sociology major. The discipline developed a full-scale proposal for a major in 1993 and in the following year, the Sociology major was officially recognized.

Establishing a Sociology major was an important milestone, but the question of what kind of major would be offered remained the topic of ongoing discussion. Sociology's university partner, The University of British Columbia's Department of Anthropology and Sociology, offered one possible model. While influenced by this model, Sociologists at UCC struggled to create something unique. The creation of a unique Sociology major at UCC continues to be a focal concern of the discipline.

At present, we are attempting to build on the strengths of existing faculty and respond to the needs of the community. Sociology majors at UCC graduate with expertise in key subject areas such as crime and deviance, social inequality, gender relations, education, social movements, and globalization. The faculty is attempting to strengthen its offerings in the core areas of the discipline – theory and methods-- so that we can produce students who understand the links between theory and research and who are well versed in the range of methodologies used by contemporary Sociologists.

ADMISSIONS

Summary of Requirements - Major B.A. Program

	Single Major	Major + Minor	Double Major
Total Credits	120	120	120
Of which courses 300+	48	48	66
Total within specialty (ies)	42	42 + 30	42 + 42
Of which courses 300+	30	30 + 18	30 + 30
Courses 300+ outside Major disciplines	6	6	6
Total outside speciality(ies)	72	48	36

Major Program in Sociology

Sociology graduates can expect to have access to a wide range of careers in business, teaching, research, government service, social agencies and a number of professional and semi-professional occupations.

First year		
SOCI 111	Introduction to Sociology 1	3 credits
SOCI 121	Introduction to Sociology 2	3 credits
Second year (one of):		
SOCI 201	Race and Ethnic Relations	3 credits
SOCI 210	Canadian Social Structure	3 credits
SOCI 213	Women in Comparative Perspective	3/6 credits
SOCI 216	The Family in Cross-Cultural Perspective	3 credits
SOCI 223	Collective Behaviour	3 credits
SOCI 226	Medical Sociology	3 credits
SOCI 250	Crime and Society	3 credits
SOCI 259	Deviance and Control	3 credits
SOCI 262	Sociology of the Environment	3 credits
Statistics Course		
MATH 120 preferred. Others are acceptable including PSYC 210, BUEC 232, BIOL 300 or any STATS course.		

Third and Fourth Years:

SOCI 350	Theoretical and Methodological Problems in Sociology	6 credits
and one of:		
SOCI 380	Introduction to Social Survey Design and Analysis	3 credits
SOCI 382	Socio-Ethnographic Research Methods in Sociology	3 credits

plus at least 21 credits from 3rd and 4th year Sociology courses

Minor Program (Only available in conjunction with a Major)

Major programs may be combined with a Minor in the following academic discipline: English, Fine Arts, Geoarchaeology, Geography, History, Math, Philosophy, Political Studies, Psychology, Sociology, Theatre Arts (though a Major without a Minor is also possible). For a Minor, a student must include in the 120 credits required for the degree at least 30 credits and no more than 42 credits in his or her Minor area. At least 18 of these credits must be at the 300-400 level. Unless otherwise specified, the credit requirements mentioned above are all that is necessary to complete a Minor in any discipline in conjunction with a Major. However, some disciplines have their own specific requirements for a Minor in their area.

Minor in Sociology: Sociology 111, 121, and an additional 18 credits in 300 and 400 level Sociology.

SOCIOLOGY SEAT UTILIZATION

The seat utilization percentage is a measure of the total number of seats occupied in the courses in the program compared to the total seat capacity. Figures include Williams Lake seat capacity and enrolments.
The following takes into account the stable enrolment and capacity from fall 1997 to winter 2002.

Fall Semester Only

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
1997	581	607	96%	145	151	96%	726	758	96%
1998	575	606	95%	113	130	87%	688	736	93%
1999	587	630	93%	195	180	92%	782	810	97%
2000	597	597	100%	181	170	106%	778	767	101%
2001	546	565	97%	219	195	112%	765	760	101%
2002	557	569	98%	211	200	106%	768	769	100%

Fall & Winter Semester

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
97-98	970	1068	90%	344	372	92%	1314	1440	91%
98-99	1050	1193	88%	273	346	79%	1323	1539	86%
99-00	983	1104	89%	476	470	101%	1459	1574	93%
00-01	1028	1084	95%	424	400	106%	1452	1484	98%
01-02	1020	1097	93%	436	430	101%	1456	1527	95%

Comparison With Other Arts Disciplines (Academic Programs Only) For The Same Period

Fall 1997

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
SOCI	581	607	96%	145	151	96%	726	758	96%
ENGL	1428	1467	97%	309	330	93%	1737	1797	97%
GEOG	432	495	87%	187	220	85%	619	715	87%
HIST	377	435	87%	184	195	94%	561	630	89%
PSYC	857	939	91%	175	161	108%	1032	1100	94%

1997/98 (Fall/Winter)

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
SOCI	970	1068	90%	344	372	92%	1314	1440	91%
ENGL	2793	2993	91%	609	648	94%	3402	3641	93%
GEOG	968	1051	92%	396	488	81%	1364	1539	89%
HIST	751	895	84%	377	415	90%	1128	1310	86%
PSYC	1615	1898	85%	318	322	99%	1933	2220	87%

Fall 1998

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
SOCI	575	606	95%	113	130	87%	688	736	93%
ENGL	1457	1532	95%	293	311	94%	1750	1843	95%
GEOG	525	555	95%	185	205	90%	710	760	93%
HIST	425	460	92%	191	245	78%	616	705	87%
PSYC	886	976	91%	155	190	82%	1041	1176	89%

1998/99 (Fall/Winter)

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
SOCI	1050	1193	88%	273	346	79%	1323	1539	89%
ENGL	2902	3165	92%	610	661	92%	3512	3826	92%
GEOG	991	1033	96%	387	440	88%	1378	1473	94%
HIST	800	865	92%	391	540	72%	1191	1405	85%
PSYC	1737	1959	89%	302	382	79%	2039	2341	87%

Fall 1999

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
SOCI	587	630	93%	195	180	92%	782	810	97%
ENGL	1513	1593	95%	282	348	81%	1795	1941	92%
GEOG	518	545	95%	191	195	98%	709	740	96%
HIST	435	440	99%	195	225	87%	630	665	95%
PSYC	861	856	101%	159	165	96%	1020	1021	100%

1999/00 (Fall/Winter)

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
SOCI	983	1104	89%	476	470	101%	1459	1574	93%
ENGL	3089	3382	91%	619	759	82%	3708	4141	90%
GEOG	1081	1140	95%	372	440	85%	1453	1580	92%
HIST	830	820	101%	416	485	86%	1246	1305	95%
PSYC	1747	1825	96%	325	350	93%	2072	2175	95%

Fall 2000

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
SOCI	597	597	100%	181	170	106%	778	767	101%
ENGL	1620	1728	94%	363	426	85%	1983	2154	92%
GEOG	442	443	100%	211	223	95%	653	666	98%
HIST	339	320	106%	199	230	87%	538	550	98%
PSYC	933	884	105%	248	233	106%	1181	1117	106%

2000/01 (Fall/Winter)

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
SOCI	1028	1084	95%	424	400	106%	1452	1484	98%
ENGL	3084	3344	92%	752	862	87%	3836	4206	91%
GEOG	969	1003	97%	397	449	88%	1366	1452	94%
HIST	643	640	100%	398	470	85%	1041	1110	94%
PSYC	1796	1766	102%	456	441	103%	2252	1107	102%

Fall 2001

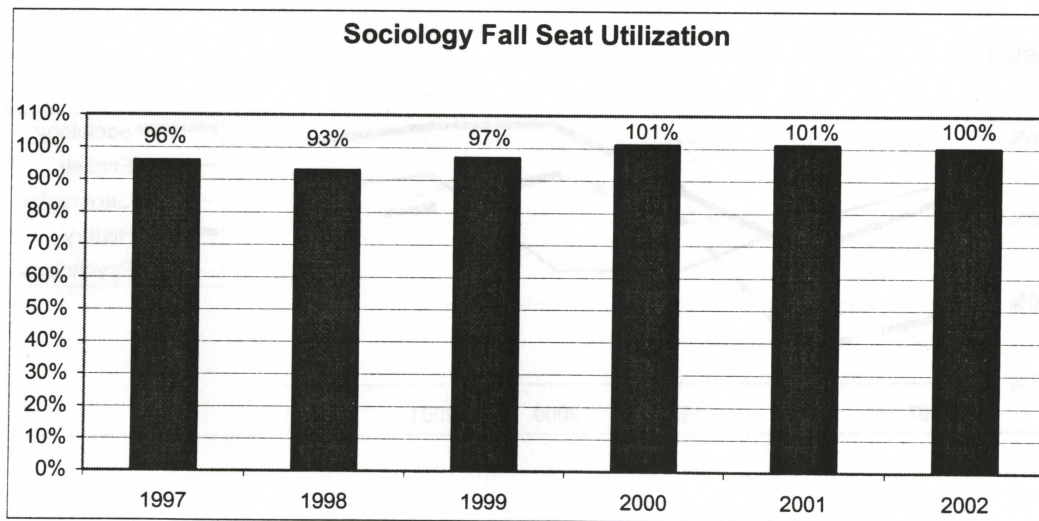
Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
SOCI	546	565	97%	219	195	112%	765	760	101%
ENGL	1711	1773	96%	364	345	105%	2075	2118	98%
GEOG	522	540	97%	179	184	97%	701	724	97%
HIST	405	405	100%	215	240	89%	620	645	96%
PSYC	916	890	103%	208	205	101%	1124	1095	103%

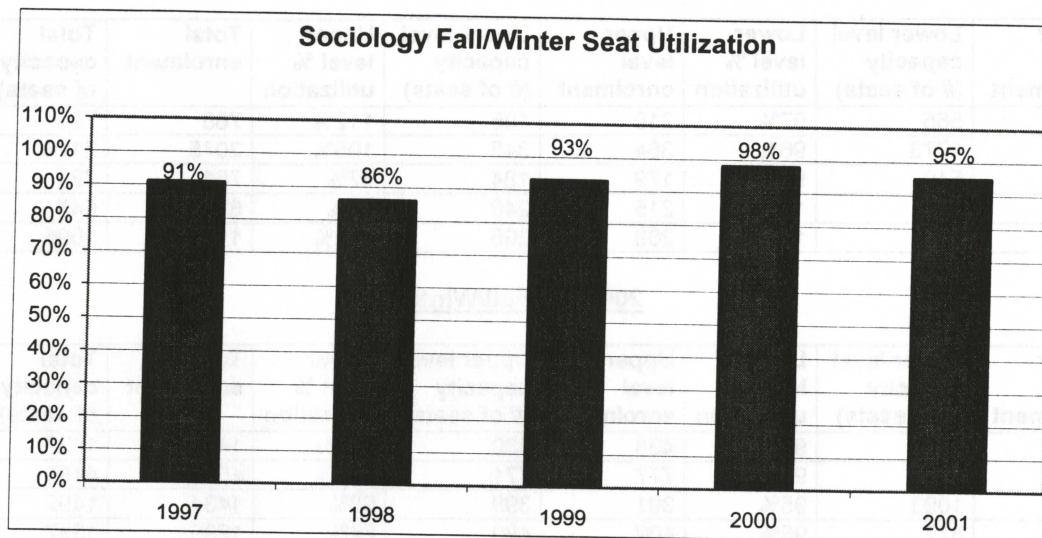
2001/02 (Fall/Winter)

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
SOCI	1020	1097	93%	436	430	101%	1456	1527	95%
ENGL	3230	3418	94%	777	771	101%	4007	4189	96%
GEOG	1043	1093	95%	391	399	98%	1434	1492	96%
HIST	837	877	95%	402	480	84%	1239	1357	91%
PSYC	1641	1690	95%	391	412	95%	2032	2102	97%

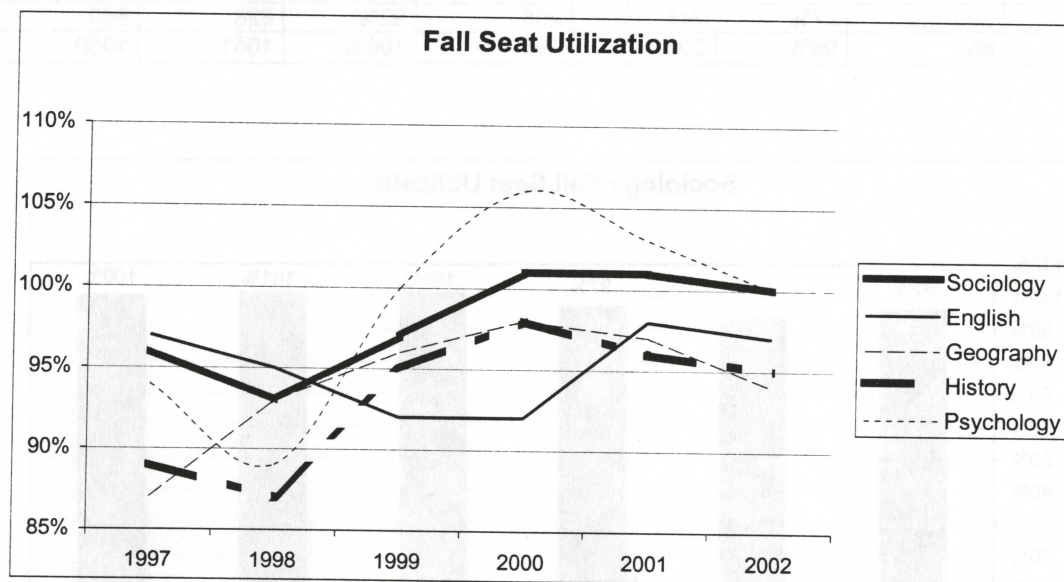
Fall 2002

Discipline	Lower level enrolment	Lower level capacity (# of seats)	Lower level % utilization	Upper level enrolment	Upper level capacity (# of seats)	Upper level % utilization	Total enrolment	Total capacity (# of seats)	Total % utilization
SOCI	557	569	98%	211	200	106%	768	769	100%
ENGL	1645	1689	97%	397	414	96%	2042	2103	97%
GEOG	468	514	91%	208	203	102%	676	717	94%
HIST	384	395	97%	244	265	92%	628	660	95%
PSYC	855	865	99%	206	195	106%	1061	1060	100%





Seat Utilization Comparison With Other Disciplines



SOCIOLOGY COURSE WAITLISTS*
(Source: Fall 01, 02 - Registrar; Winter 03 - Colleague)

*Only those courses with waitlist of 14 or greater are included in the comparison figures.

Comparisons With Other Disciplines – Fall 01

SOCI		BIOL		ENGL		HIST		PSYC	
111	46	159	24	110	44				
				111	14				

Comparisons With Other Disciplines – Fall 02

SOCI		BIOL		ENGL		HIST		PSYC	
111	50	111	31	110	67	112	17	111	44
		159	25	111	29			320	17
				201	23				
				318	26				

Comparisons With Other Disciplines – Winter 03

SOCI		BIOL		ENGL		HIST		PSYC	
111	45	169	34	110	125	122	41	111	35
201	24	220	18	111	171	228	16	121	24
259	25	352	16	121	27			210	14
		414	19	229	18			222	32
				230	20			314	21
				394	19			315	15

TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES
SOCIOLOGY REVIEW

Recipient	# Sent	# Completed & Returned	% Returned
Faculty	7	7	100%
Former Students (1998-2002)	89	34	41% (adjusted)
Current Students:			
2 nd Year (WL)	16	13	81%
2 nd Year (Kamloops)	63	26	41%
3 ^{rd/4th} Year	94	92	98%
SORS	62	34	55%
(BC College and Institutes Student Outcomes Data: 1998-2002)			
TOTAL	331	206	64%

Returned Envelopes:
Former Students = 7

SUMMARY OF QUESTIONNAIRE RESPONSES

In analyzing the questionnaire responses, the Sociology Review Committee used the following criteria: ratings of 4.00 or above were considered good to excellent ratings; ratings of 3.50 – 3.99, satisfactory to good; ratings of 3.00 to 3.49, less than satisfactory; and ratings below 3.00 were considered cause for concern. Subjective responses were used only if two or more respondents made the same point.

1. Former Students

Thirty-four former students of Sociology returned their questionnaires. Sixty-seven percent of the respondents were female, and 50% of the respondents were in the 25-29 age group. Overall, students felt their education in Sociology helped them develop skills that were useful in the workplace and/or further studies. On a scale of 5 to 1 where 5 equals Strongly Agree and 1 equals Strongly Disagree, students indicated that they did not feel the workload in Sociology was heavier than in other subjects (2.85). Students gave low satisfaction ratings to the amount of study space, meeting space and lab space available (3.24) and to the adequacy of equipment such as computers and suitable software (3.27).

Written Comments

Comments were generally positive. Former students indicated they found the courses challenging and the instructors knowledgeable but felt the Sociology program could be improved with some changes. Seven respondents made requests for an equal emphasis on qualitative and quantitative methods for the Sociology major. Also, seven respondents indicated they wanted the Sociology courses to focus more on the development of technical and employability skills such as familiarity with software, enhanced presentation skills, and report and proposals writing skills. In addition, three respondents indicated that more data analysis training utilizing software applications should be emphasized in the curriculum. There were seven comments indicating dissatisfaction with the availability of computer lab, study, and meeting space on campus. Four comments focused on the issue of the lack of consistency by instructors in marking assignments.

2. Current Students 3rd and 4th year

The current student survey of 3rd and 4th year students had 92 participants. Seventy-three percent of the respondents were female and 70% of them were in the 18-24 age group. Although the respondents indicated they felt that their studies provided them with a better understanding in such areas as the causes of social problems and the ways individuals relate to one another (on a scale of 5 to 1 where 5 equals To a Great Extent and 1 equals To No Extent, these items received ratings of 4.20 and 3.98 respectively), other ratings showed students were less satisfied. Students gave lower ratings to items relating to information access skills (3.47), critical thinking/critical reading skills (3.42), problem solving (3.32) and research design (3.30). Curricular emphasis on writing/language skills, data analysis skills, basic writing, and oral presentation skills received even lower scores of 2.97, 2.91, 2.84, and 2.83 respectively. Students also indicated, using a scale of 5 to 1 where 5 equals Strongly Agree and 1 equals Strongly Disagree, that they were concerned with the fairness and consistency of evaluations of Sociology assignments (3.41). Like the former students, current students were not satisfied with the availability of computer lab, study, and meeting space as well as adequate computers with suitable software.

Written Comments

Despite the fairly broad selection of courses being offered by the Sociology faculty, 20 students indicated the need either to offer more courses or to ensure that certain courses were offered annually, especially the required courses. Nine of these 20 respondents stated that the program needed to set more prerequisites for students. Some of these comments recommend the implementation of 200-level prerequisites for upper level courses. Most students surveyed felt that the standards would be higher and more consistent if these changes were made.

Seventeen of the respondents indicated they were happy with the program and /or instructors; however, eight respondents had concerns with the lack of consistency in the evaluations of tests and/or assignments. Nine students commented on the lack of available computer lab, study, and meeting space available. Five students stated that issues such as lack of adequate library resources caused the students concerns and made their studies more difficult. The emphasis on theory in lower level courses and its application in upper level courses caused some confusion among students. Two respondents indicated that there was a lack of continuity in the teaching of theory between lower level and upper level courses.

3. Current Student Survey, Williams Lake: 2nd Year

Thirteen students returned their questionnaires. Fifty-four percent of the students were female and 46% were in the 18-24 age group. Most students' comments indicated that to a moderate or great extent studies in Sociology gave them an understanding of how individuals relate to each other, of the causes of social problems, of institutions, and

of social change. Based on a scale where 5 equals To a Great Extent and 1 equals To No Extent, areas where students indicated limited or minimal emphasis were in the development of skills in basic writing/language (2.75), other writing/language skills (2.92), oral presentations (2.64), information access (3.36), research design/evaluation (3.31), problem solving (3.04) and data analysis skills (3.08). These students indicated that those areas could be more strongly emphasized. Like the former and current students surveyed in Kamloops, Williams Lake students indicated, using a scale of 5 to 1 where 5 equals Strongly Agree and 1 equals Strongly Disagree, that they were less than satisfied with the availability of computer lab, study, and meeting space (3.35) and were concerned with the lack of adequate computers with suitable software (3.32).

Written Comments

There were four requests from students for more 300 and 400-level courses.

4. Current Student Survey, Kamloops: 2nd Year

Of the twenty-six respondents, 69% were female and 73% were in the 18-24 age group. Based on a scale where 5 equals To a Great Extent and 1 equals To No Extent, the majority of students surveyed agreed that they were satisfied with the understanding they developed of the causes of social problems (4.42), of how individuals relate to one another (4.31), and of the processes of social change (4.24). However, the scores that indicated less emphasis on skill development were as follows: 3.28 - critical thinking, 3.36 - information access skills, 3.31 research design, 3.08 - data analysis, and 3.04 - problem-solving. In particular, basic writing, other writing and oral presentation skills scores were notably low, at 2.75, 2.92, and 2.64 respectively. Using a scale of 5 to 1 where 5 equals Strongly Agree and 1 equals Strongly Disagree, the current 2nd year students indicated the same dissatisfaction with the availability of computer lab, study, and meeting space (3.35) and the lack of adequate computers with suitable software (3.32) that the third and fourth year students did.

Written Comments

Six respondents commented that they enjoyed the Sociology program/course(s). A couple of students remarked on the workload, indicating that they felt it was heavier than other courses and that they would like to see more course offerings.

ALL STUDENTS

Forty-one percent of former and upper-level students who responded to the question, "Are there any changes that you feel should be made in the Sociology Major Program?" said that the major program should be changed and offered their opinions, while 59% either said it should not be changed or did not respond. The same question elicited a 59% response in favour of change from graduates of the program. Fifty-four percent of the upper level students and former respondents are or were majors. Current 3rd and 4th year level students who expect A's constitute 8% of the group, 44% expect to receive a B+ or B grade, while 32% expect B-, C+, or C. Nine percent of the current 2nd year level Kamloops and Williams Lake students surveyed expect to receive A's, 45% expect to receive a B+ or B grade, and 3% expect B-, C+, or C.

5. Faculty Survey

Seven Faculty members were surveyed, and this is a summary of those results:

Objectives

Using a scale of 5 to 1 where 5 equals Strongly Agree and 1 equals Strongly Disagree, Sociology faculty indicated in their scores that they agreed that they have goals and objectives (4.17), but the majority seemed to be neutral as to how clear these are and how they are being achieved. Two comments on these objectives were that those preparing students for graduate school are at odds with student with other agendas and that there are no departmental concerns for community needs (one comment).

Faculty indicated severally that their goals include emphasis on research and different methodological skills in upper-level elective courses, a re-designing of theory components of the major, and an upgrade of the core methods courses. The Review Committee noted an absence of student-oriented program goals based on desirable outcomes.

Admissions

Based on the same scale as above, faculty clearly indicated by their scores that they do not think the entrance requirements are sufficient for either first year level (2.43) or 3rd and 4th year level (2.60). Two comments supported the preceding scores by stating that the admission of students not academically prepared to do first year courses in Sociology and the flexibility of the entrance requirements do not support student success.

Curriculum

The majority of faculty agreed that the curriculum is reviewed regularly (3.83), that it is supported by a variety of courses (4.33), and that course material is updated to reflect currency in the field (4.71). Three comments indicated that course variety is too broad to be supported by the small number of faculty (5 ½) employed at the Kamloops campus. Some comments raised the concerns that course offerings may be spread too thin and that very little on "practical" and "policy issues" was included in the curriculum.

Learning Process

Overall, faculty agreed upon or remained neutral on learning processes. Using a scale of 5 to 1 where 5 equals Strongly Agree and 1 equals Strongly Disagree, faculty indicated that two areas for concern are the ratios of faculty to students in lectures (3.33) and in seminars (3.20). Faculty agreed that they were available during office hours for student consultation (5.00) and gave constructive feedback (4.43). A concern was raised about the lack of institutional support for workshops, mentoring, and innovative teaching.

Resources, Supplies, Renewal, etc.

Based on the same scale as above, faculty felt that secretarial support (2.57), professional development funds (1.67), and library journal holdings (2.33) are inadequate to support the Sociology program.

Faculty Resources

Based on a scale of 5 to 1 where 5 equals Strongly Agree and 1 equals Strongly Disagree, scores indicated that the number of faculty available to deliver the program (2.71) and to increase or enhance the program (1.14) was inadequate. Faculty also noted that not enough release time is given to the coordinator of the program (1.20). The three comments state that the faculty feel they are over-worked.

Scholarly Activity

Using the same scale as above, faculty agreed that research facilities for faculty (2.50), release time for research (1.40), and sufficient time for research (1.00) are inadequate.

Program Structure, Organization and Delivery

Most faculty either agreed with the questions or remained neutral in response to the following:

- Expertise of faculty is effectively utilized within the department (3.83)
- Courses are allocated to maximize the use of faculty expertise (3.60)

Faculty expressed reservations about the current 100 and 200-level courses preparing students for 300 and 400-level Sociology courses (3.29)

Comments

The two comments for this section indicate that part-time faculty are under-utilized and that it would be desirable for students to take 200-level prerequisites for 3rd or 4th year courses. At present, instructors are teaching 3rd and 4th year students who possess different levels of knowledge in Sociology.

Liaison and Communication

Based on a scale of 5 to 1 where 5 equals Strongly Agree and 1 equals Strongly Disagree, faculty agreed that communication was sufficient between the faculty and the Geography, Sociology and Anthropology (GSA) chair (4.00) and the Dean of Arts (3.67). Faculty also agreed that departmental meetings were held often enough (4.00) and were productive (3.50). Scores that indicated areas of concern for the faculty were among the following items:

- Discipline meetings are held in a timely manner (2.83)
- Discipline meetings are productive (3.00)
- There is adequate communication among Sociology faculty (3.33)
- Non-instructional duties are equally distributed among Sociology faculty (2.17).

Comments

Single comments indicated that communication could be improved if faculty timetabling built in regular and dedicated meeting times.

Outcomes

Using the same scale as above, though their scores indicated they agreed that the Sociology major prepared students for graduate studies (3.67), faculty disagreed that the success rate in individual courses was satisfactory

(3.17), and that they were satisfied with the performance of students in the Sociology courses they taught (3.29) and in the Sociology Major (2.80).

Overall, faculty agreed that sufficient emphasis was put on development of skills in Sociology courses, with scores ranging from 3.50 to 4.67. However, two areas where faculty felt that there was not enough emphasis were problem solving in an organizational setting (2.60) and data analysis skills (2.67).

Comments

Individual comments reinforced data indicating that there was a need to develop applied research skills and problem solving skills in the students.

Summary of changes suggested by faculty members.

- Add and enforce prerequisites so that different levels of education in the discipline do not appear in 400-level offerings
- Dedicated space is required for Sociology majors, clubs, books and journals
- Identify core courses and offer them every year, especially SOCI 350
- Regularize part time faculty
- Ask for another position - specialty to be determined (Criminology, Methods)
- Hire TA 's with degrees to help with marking
- Help free-up faculty in order that they may spend more time on research

STRENGTHS OF THE SOCIOLOGY PROGRAM

The Review Committee identified the following strengths in the Sociology Program:

1. Program breadth:

The Sociology faculty should be acknowledged and commended for having, since 1994, mounted and maintained a Sociology major of surprising breadth and comprehensiveness for an institution of UCC's size. With only five full-time and two part-time instructors, it manages to cover off such key areas of Sociological study as gender, race and class, as well as social inequality and social change.

2. Program Demand and Utilization:

The success of the Sociology program may be measured by the unmet demand for seats in its courses (see Waiting lists, p. 7), and by its very high utilization rates. In fact, as the seat utilization data on pp. 3-6 indicate, over the last four years (1998-2002) among Arts programs it has been second only to Psychology in its efficiency ratings. Classes are filled to maximum and over, and still demand remains from Sociology Majors and non-Majors alike.

3. Program Effectiveness:

Evidence of the program's effectiveness may be taken from the number of Sociology graduates who have found employment locally and provincially in public and community service.

4. Instructional Quality:

Students and former students testify to the dedication, commitment and enthusiasm of the faculty in performing their teaching duties.

5. Scholarly Activity:

Given the nature of the institution and the demands of current workloads and contact hours, the research and scholarly attainments of Sociology faculty are, in some individual cases, impressive and, collectively, reasonable.

6. Discipline Facilitators:

Sociology is part of the conglomerate Department of Geography, Sociology and Anthropology, chaired by a faculty member who has not in recent years been a Sociologist. Credit therefore should be given to the successive Sociology facilitators who have over the last 10 years co-ordinated the administrative affairs of the discipline "off the edge of their desks" without course-release or compensation.

7. Relations with Library:

The Sociology faculty enjoy a good working rapport with the UCC Library. The Review Committee notes that the faculty have availed themselves and their students of the instructional modules offered by Library staff, and that Sociology faculty on the Library Advisory Committee have helped establish good working relationships with the Library and supported improvements that have benefited the Arts Division as a whole.

AREAS OF SOCIOLOGY WHICH CAN BE IMPROVED **(with recommendations)**

A: MISSION/ FOCUS OF THE PROGRAM.

The discipline of Sociology at UCC can be viewed as balancing preparation for graduate school with more practical employment and career preparation for those intending to enter public and community service or to proceed to professional schools. According to the former student survey, 14% of the respondents in the last four years have opted for the first path and 86% for the second. Recognizing the potential for tension between these two goals and the need to gear the program to both, the Review Committee recommends:

Recommendation A: 1

The Sociology faculty undertake an inclusive and collaborative process (including the Williams Lake faculty member) to revisit and develop a shared vision of the program and of faculty philosophies, values, objectives and learning outcomes.

Recommendation A: 2

The Sociology faculty consider surveying all 4th year students on a regular basis to identify their intended career paths or academic aspirations so as to give focus to the discipline's' mission and to the skill-sets and outcomes that students need.

Recommendation A: 3

Once a "shared vision" is developed, it be used to provide the foundation upon which the Sociology curriculum can be rationally reviewed and adjusted according to student goals, desired skills and outcomes, and faculty expertise and capacity to deliver such a curriculum.

ACTION: Departmental Chair, discipline facilitator and Sociology faculty

B: PROGRAM RESTRUCTURING / CURRICULUM REVIEW

The review process identified a number of concerns from both faculty and students regarding program purpose, organization and in particular, curriculum content and course availability. For example, 59% of former students and 24% of current upper level students indicated on their questionnaires that the Sociology Major would benefit from re-structuring. Common themes among the comments were requests for more statistics and data analysis to be permeated throughout the program; the establishment of prerequisites for SOCI 413; the annual offering of SOCI 350, or alternatively splitting it into two semester-length courses; the renumbering of SOCI 371 as SOCI 271; and exploring the possibility of Directed Studies courses. Accordingly, the Review Committee makes the following recommendations on streamlining and revising course offerings and developing a more cohesive program.

While the diversity of upper level course offerings in Sociology is commendable, there seem to be significantly more than are necessary for the major, or are manageable by a small faculty.

Recommendation B: 1

The Sociology faculty should address a reduction in the total number of Sociology offerings, particularly those which duplicate topics at the same academic level. For example, at present there are two 400-level Social Change courses which might be integrated into one, or into an innovative "social change via social movements" course.

Recommendation B: 2

The Sociology faculty should give serious consideration to reducing the frequency of rotation of course offerings.

Faculty report course rotation ratios of 10 courses per two years. Given that upper level Sociology students require 33 credits in Sociology (11 semester-length courses) to graduate, and that currently four of the six faculty in Kamloops are qualified to teach upper level, each faculty member need teach only three upper level courses every two years. With the requirement to teach sections of SOCI 111 and 121 being constant, and allowing for some variation at second year level, Sociology faculty could thus reduce the number of preparations over a two-year period to six or seven.

Recommendation B: 3

Further to Recommendation B: 2, the Review Committee recommends that the Sociology faculty consider identifying a cluster of courses that are deemed "core" and are required of all Sociology Majors with regard to theory, methods and statistics. Such core courses would be offered annually. Sociology faculty might also consider developing a rotation of non-required or elective courses into "clusters of similar topics--"for example, family and gender, social institutions, deviance, social change and social inequality—and offer only one from each of these clusters each year. The remaining courses, which are peripheral in focus, could be offered every third or fourth year, eliminated, or offered under the rubric of a "Special Topics " shell course.

This would reduce the number of preparations and avoid duplicating similar topics in the same year, but still allow students to select courses of similar themes over a two or three-year period.

Recommendation B: 4

The Sociology faculty should ensure that all required courses, where no other option is available, are offered annually (SOCI 111,121, 350). Further, it is recommended that both SOC 380 (Quantitative Methods) and SOC 382 (Qualitative Methods) become requirements for the major, and be offered annually.

Recommendation B: 5

The Sociology faculty should consider the rationalization of SOCI 111 and SOCI 121.

At present the course outlines for these courses lack consistency of content among faculty members, the result being content overlap or content omission. The Review Committee suggests that the Sociology faculty develop a list of core concepts, theories, learning objectives and topics to be taught in SOCI 111 and those to be taught in SOCI 121, on the basis of a macro-Sociology/micro-Sociology division. This would still leave faculty free to draw upon their own areas of interest and expertise for examples and applications. Some consideration might also be given to making one of those introductory courses an introduction to the major theories that underpin the discipline, and the other an introduction to the substantive areas of sociological research.

The external reviewers and some of the UCC Sociology faculty and former students interviewed identified the absence of a course in classical sociological thought as a weakness in the curriculum.

Recommendation B: 6

The Sociology faculty should consider revising SOC 350, currently a 6-credit course, to two 3-credit theory courses. Such division might be along the lines of one course addressing classical sociological thought and the other contemporary sociological thought.

Recommendation B: 7

The Sociology faculty consider making Directed Studies courses available to promising students with a high GPA and the potential for independent work.

Such courses would allow students to pursue topics that cannot otherwise be accommodated by the program, and would provide opportunities for applied research which would give students marketable skills and help prepare them for the kind of independent research required at graduate school. Alternatively, faculty might consider creating a course that would expose students to field work or community research or sub-cultural issues. The Review Committee does not see Recommendations B: 7 and B: 8 as mutually exclusive.

Recommendation B: 8

The Sociology faculty might give some consideration to developing an “Applied” or “Field “ course in which students would research family, sub-cultural or community issues.

Ratings on the emphasis on data analysis in the Sociology Program were lower than those on other desired outcomes, and upper-level students expressed an interest in receiving more instruction in software applications (five mentions), statistics and (three mentions) and data analysis (both quantitative and qualitative) (seven mentions) throughout the program.

Recommendation B: 9

The Sociology faculty should address the integration of software applications, data analysis and methods, wherever possible, into all Sociology courses.

Several students suggested that they could not see the relevance of statistics to Sociology. This suggests that the Sociology faculty should be emphasizing more clearly the application of statistics in Sociology, and should review SOCI 371 to ensure that it focuses on the essential concepts needed to understand widely used sociological materials, such as Statistics Canada or journal articles, gives students a basic introduction to SPSS, and teaches them how to find user-friendly material on statistical analysis. This course could become a pre-requisite for SOCI 380 (Quantitative Methods), as well as enhancing students' data analysis skills in other courses.

Recommendation B: 10

The Sociology faculty re-designate SOCI 371 (Stats) as a 200-level course (SOCI 271?) as this is an introductory course considered equivalent to MATH 120 and PSYC 210.

Student ratings of the curricular emphasis on writing, organization, and oral communication were all lower than those accorded to other outcomes. Despite the time faculty spend on marking, students are not identifying writing skills as something they learn in Sociology courses.

Recommendation B: 11

The Sociology faculty are encouraged to emphasize writing (including report writing as opposed to the academic essay) and communication skills across the curriculum, and specifically refer in their course outlines and instruction to the acquisition of these skills as desired outcomes of Sociology courses at UCC.

Ratings and comments indicated some variation in grading standards across the Sociology faculty.

Recommendation B: 12

The Review Committee encourages the Sociology faculty to collectively discuss Grading Standards across the discipline. The forum might be a discipline meeting or a comparative marking session in which faculty share the criteria they use in grading. The Review Committee also encourages the departmental chair to monitor grade distributions by course at the end of each semester.

The Review Committee noted much variation and inconsistency in the Sociology faculty's course outline format.

Recommendation B: 13

The Sociology faculty collectively adopt a standardized course outline format consistent with that recommended by UCC's Educational Planning and Program Review (EPPR) Committee.

ACTION: Department Chair, discipline facilitator and Sociology faculty.

C: ADMISSIONS / STUDENT SELECTION

Given the high volume of students entering Sociology courses and the high workloads of faculty which prohibit the annual delivery of "core" courses, the following recommendations are made:

Recommendation C: 1

With respect to lower level courses in particular, the Sociology faculty consider implementing a "capping" policy with regard to course access. One such approach might be a Maximum = Class Room "Cap" plus 2.

Recommendation C: 2

The Sociology faculty seriously consider instituting "Prerequisites" for upper level courses that lead to a "Major" in Sociology. For example, such prerequisites might be:

- (1) A minimum agreed upon GPA
- (2) A specific definition of "3rd year standing", e.g. a minimum of 48 credits of which at least 6 (or 9) credits are in Sociology

ACTION: Chair, discipline facilitator and Sociology faculty.

D: COMMUNICATION:

To further support the recommendations on program restructuring and curriculum review, the Review Committee makes the following recommendations:

Recommendation D: 1

The Sociology faculty commit to the principle that communication is a key element with respect to consensus building and to seek help with departmental conflict resolution when needed.

Recommendation D: 2

The Sociology faculty hold regular monthly departmental meetings that are scheduled in advance for the academic year (annual institutional timetabling will facilitate this). A corollary is that the Williams Lake faculty member should be included in curricular discussion and course outline submission by means of teleconferencing, email and fax.

Recommendation D: 3

The Sociology faculty are strongly encouraged to consider ways to more equitably distribute non-instructional tasks given the additional demands placed on the discipline facilitator. For example, consideration might be given to requiring each faculty member to serve on an institutional or a divisional/departmental committee.

Recommendation D: 4

The Sociology faculty consider collaboration with other disciplines to identify possible cross-listing or interdisciplinary initiatives that might meet the needs of students and faculty.

The Review Committee scrutinized the Sociology website and noted that it had not been updated since 1999. Faculty biographies and scheduled course offerings were out of date.

Recommendation D: 5

The Sociology faculty should update their discipline website. Faculty are encouraged to examine the departmental and discipline websites at UVic, UBC and Fraser Valley (UCFV) for ideas on formatting and presentation. Faculty might consider hiring a work-study student or assigning responsibility to the departmental secretary.

Recommendation D: 6

Although the web-site should be the primary means of advertising the Sociology program, the Review Committee recommends that the Sociology faculty, with the assistance of UCC's Public Relations Department, develop professionally formatted and produced marketing pamphlets.

ACTION: All members of the Sociology discipline; Public Relations Department

E: LIBRARY

Although the Review Committee notes that the discipline's library holdings appear to be adequate, the following recommendations are made:

Recommendation E: 1

The Review Committee strongly encourages the department to spend its approved library funds within the UCC approved time frames (by March 2003). A considerable sum (in the region of \$9,000), specifically earmarked for Sociology, remains in this year's operating and Library Campaign budgets.

Recommendation E: 2

The Review Committee encourages the department to consider ways in which gaps in the discipline's library holdings can be identified on an on-going basis and how best to plan for a much-needed review of existing journals. An idea for consideration is the election or appointment of a discipline library coordinator (as exists in the disciplines of English and Psychology and has been recommended for Nursing), who would be responsible for monitoring Sociology library holdings, identifying gaps and bring them to the attention of the Sociology faculty.

ACTION: Department Chair, discipline facilitator, and Sociology faculty

F: RESOURCES

As indicated in the SWOT analysis and by the survey data, which evince low ratings on laboratory space and computer equipment, the Sociology faculty have limited access to certain resources to support and enhance the delivery of their program. Principal among these is a dedicated computer laboratory. Other Arts disciplines, including Archaeology, Geography, Modern Languages and Psychology, have dedicated lab space; English has its Writing Centre; the case should therefore be made for Sociology's acquisition of similar dedicated space, particularly in light of the recommendation above (B: 9) to increase the study of software applications. The Review Committee therefore recommends that:

Recommendation F: 1

All members of the discipline, in consultation with the Department Chair and Dean of Arts, develop a capital acquisition plan to acquire a dedicated Sociology Laboratory.

ACTION: Sociology faculty, Department Chair, Dean of Arts

Scrutiny of the discipline budget and expenditures for the last three years (1999-2002) revealed perennial overruns in photocopying and printing. The Committee feels that these could be reduced or eliminated if the Sociology faculty implemented the following strategies:

Recommendation F: 2

(a) Utilizing Web CT as a course management tool:

Web CT allows course outlines, articles, assignments, quizzes and other course information to be posted on a course-specific website, increases student access to course materials, and reduces the necessity of paper copies. Faculty are encouraged to contact Doug Baleshta, the Web CT Coordinator, for further information.

(b) Encouraging Students to access and download articles from the internet:

This is an alternative to photocopying hand-outs for whole classes of students who may never read the article.

(c) Pre-printing and packaging course hand-outs and selling them to students via the Bookstore as required course materials:

Faculty are encouraged to consult with Doug Smith and his staff in Print Services for further information, and with Brian Mitchell at "Bookies".

ACTION: Sociology faculty and Department Chair

G: SCHOLARLY ACTIVITY

There was general consensus among the Review Committee members that, collectively, the Sociology faculty's volume of Scholarly Activity appears reasonable, and in individual cases impressive, given the nature of the institution and the faculty workloads. The following recommendations are of a "house-keeping" nature:

Recommendation G: 1

The review Committee encourages all faculty to upgrade their "Bios" (see also Recommendation D: 5).

Recommendation G: 2

All Sociology faculty are encouraged to share their annual Scholarly Activity Reports with one another to facilitate intra-discipline communication and collaborative academic support (see also Recommendation D: 1).

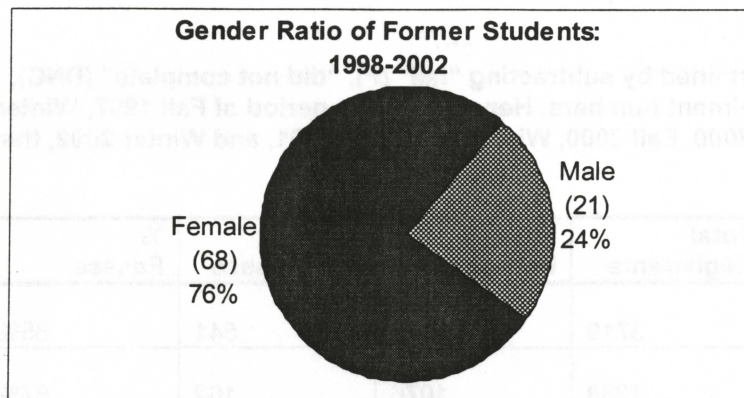
ACTION: All Sociology faculty members.

APPENDIX A **METHODOLOGY**

The data were collected in the following ways:

- 1) Consultation took place with the Sociology faculty on the design of the surveys.
- 2) The criterion for inclusion in the survey for former students was the completion of a BA with a major in Sociology (1998-2002) or the completion 18 upper level credits in Sociology courses (99/FA to 02/WI) and not registered in the 02/FA and/or 03/WI semesters. Current students were surveyed by year level in randomly selected classes.
- 3) Surveys were administered to Sociology faculty, current students, and former students. All data were processed using SPSS to achieve frequency rates and mean responses. Subjective comments for each group were recorded separately and anonymously.
- 4) "Descriptive Data" on the Sociology objectives, course outlines, etc., were solicited from members of the Sociology faculty.
- 5) Data on seat utilization, graduation rates, gender and grade distributions, etc, were provided by the Office of Institutional Research and Planning.
- 6) The following people associated with the program participated in the review process or were interviewed:
 - Ms. Jackie Brand, Sociology graduate and Office Manager, Kamloops Community Arts Council
 - Dr. John Cleveland, Instructor, Sociology
 - Dr. Linda Deutschman, Associate Professor, Sociology
 - Ms. Tanya Druskee, Sociology graduate and Youth Counsellor, Kamloops Sexual Assault Counselling Centre
 - Dr. Dawn Farough, Assistant Professor, Sociology
 - Ms. Sarah Graham, Sociology graduate and Administrative Assistant, Student Development Division, UCC
 - Ms. Nancy Levesque, Director, Library and Information Services
 - Dr. David MacLennan, Assistant Professor, Sociology
 - Ms. Nan McBlane, Instructor, Sociology

APPENDIX B GENDER RATIO OF SOCIOLOGY



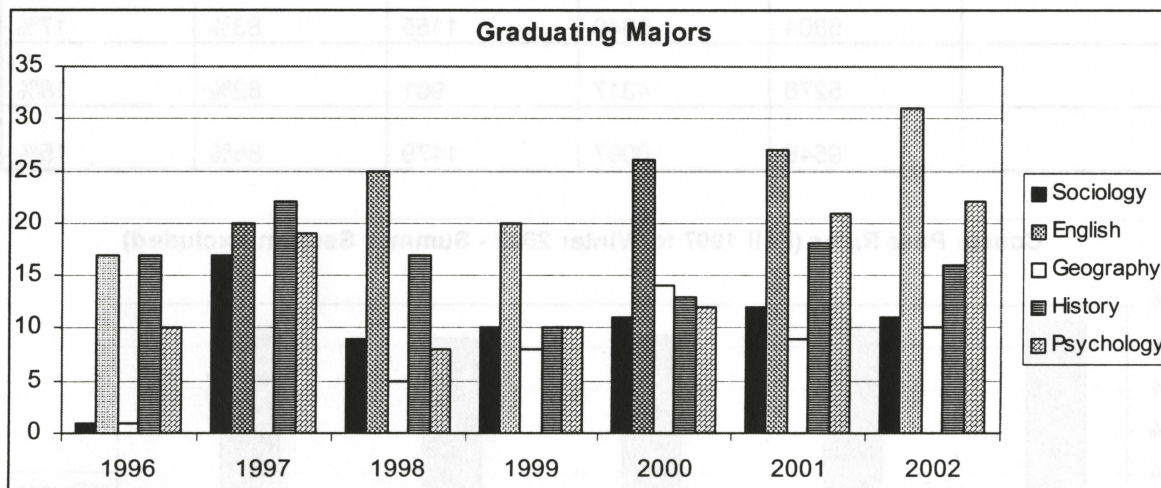
APPENDIX C GRADUATION RATES

(Source: Colleague)

The following table reflects numbers of graduating major* students by discipline since 1996:

	1996	1997	1998	1999	2000	2001	2002	Total
Sociology	1	17	9	10	11	12	11	70
English	17	20	25	20	26	27	31	165
Geography	1	0	5	8	14	9	10	47
History	17	22	17	10	13	18	16	113
Psychology	10	19	8	10	12	21	22	102

*There is some duplication as graduates with double majors are included twice.



APPENDIX D COURSE PASS RATES

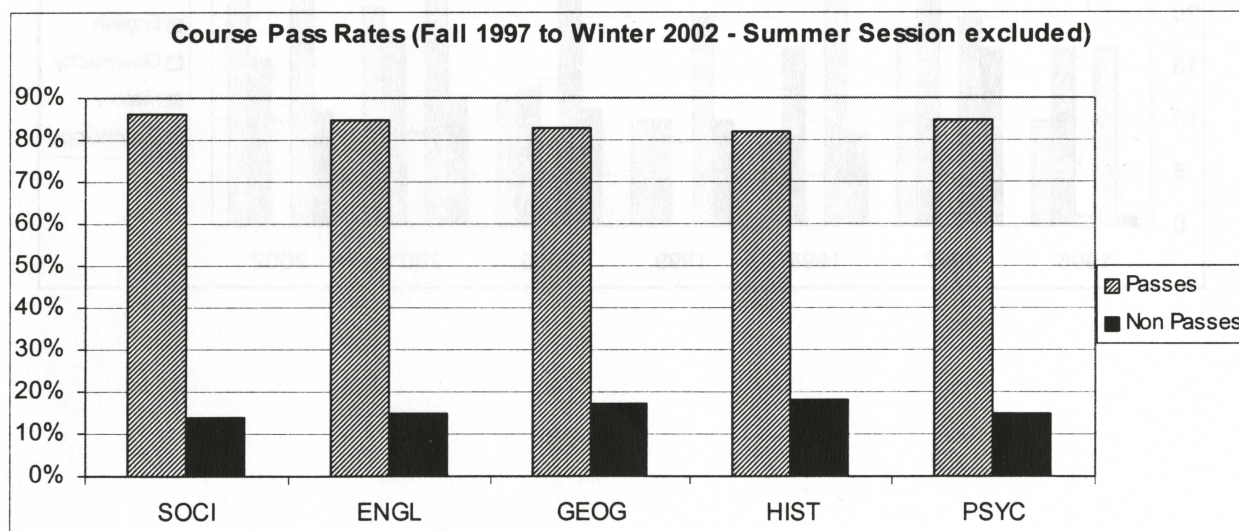
(Source: Colleague)

Pass rates may be determined by subtracting "fail" (F), "did not complete" (DNC), "withdrew" (W), and "audit" (AUD) from enrolment numbers. Hence, over the period of Fall 1997, Winter 1998, Fall 1998, Winter 1999, Fall 1999, Winter 2000, Fall 2000, Winter 2001, Fall 2001, and Winter 2002, the following course pass rates are found:

	Total Registrants	Total Passes	Total Non Passes	% Passes	% Non Passes
1 ST year courses	3719	3178	541	85%	15%
2 nd year courses	1238	1076	162	87%	13%
3 rd /4 th year courses	1397	1232	165	88%	12%
Total	6354	5486	868	86%	14%

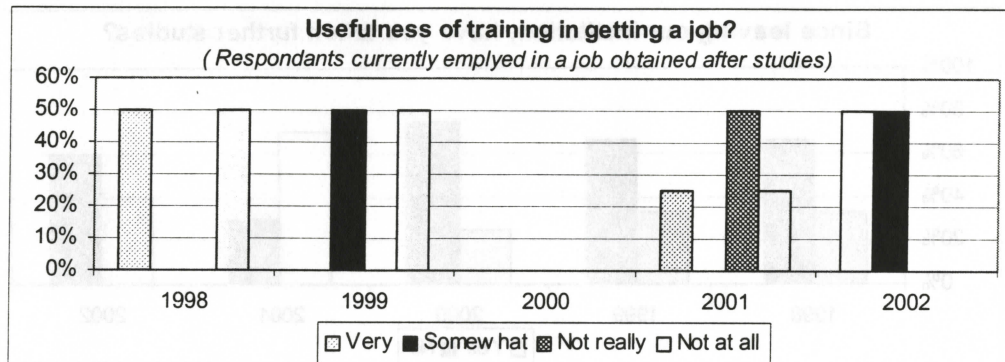
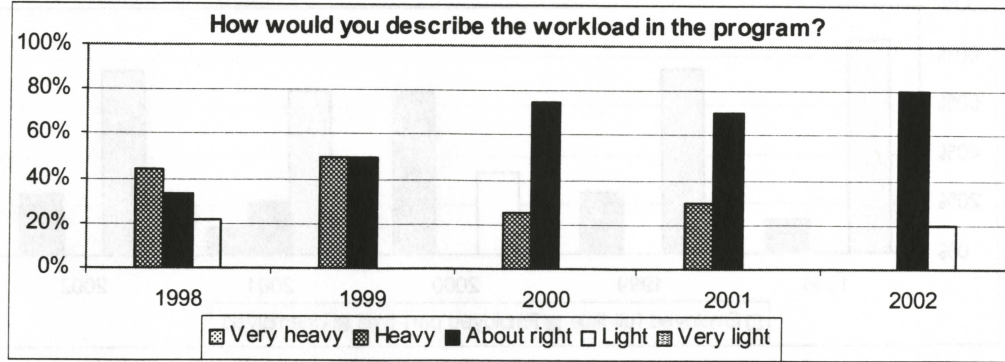
Comparison with other Arts disciplines (academic programs only) for the same period.

Discipline	Total Registrants	Total Passes	Total Non Passes	% Passes	% Non Passes
SOCI	6354	5486	868	86%	14%
ENGL (academic only)	17340	14681	2659	85%	15%
GEOG	6804	5649	1155	83%	17%
HIST	5278	4317	961	82%	18%
PSYC	9546	8067	1479	85%	15%

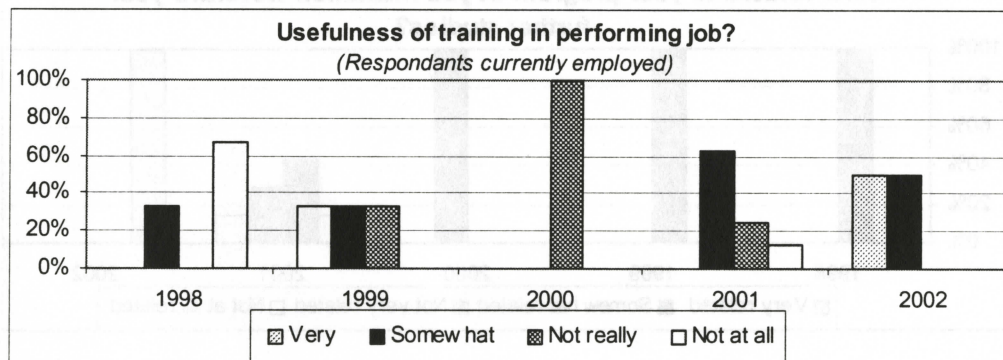


APPENDIX E EVALUATION OF EDUCATION

(Source: BC College and Institutes Student Outcomes Data: 1998-2002)

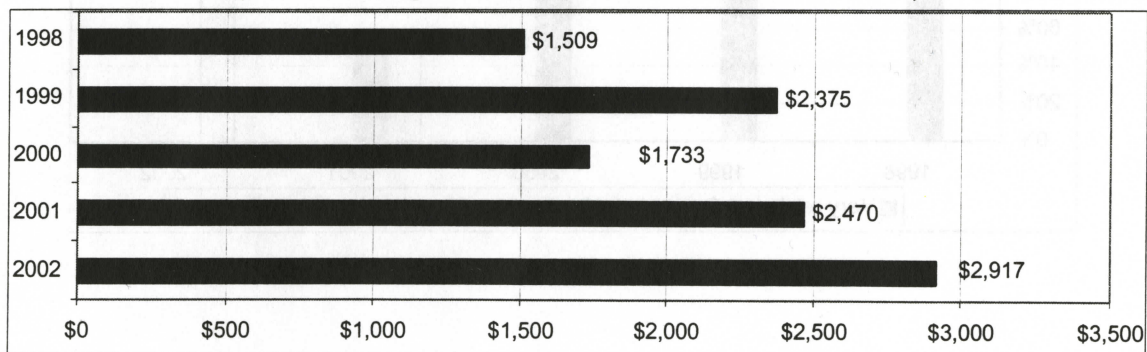


Note: Usefulness of training in getting a job was not asked of respondents in 2000.



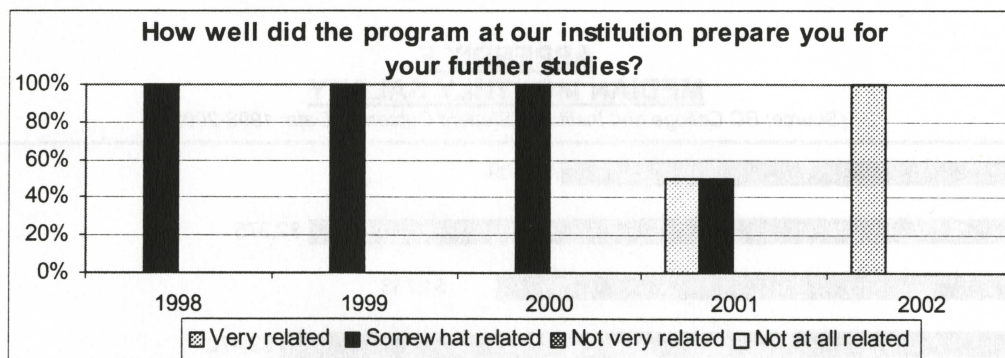
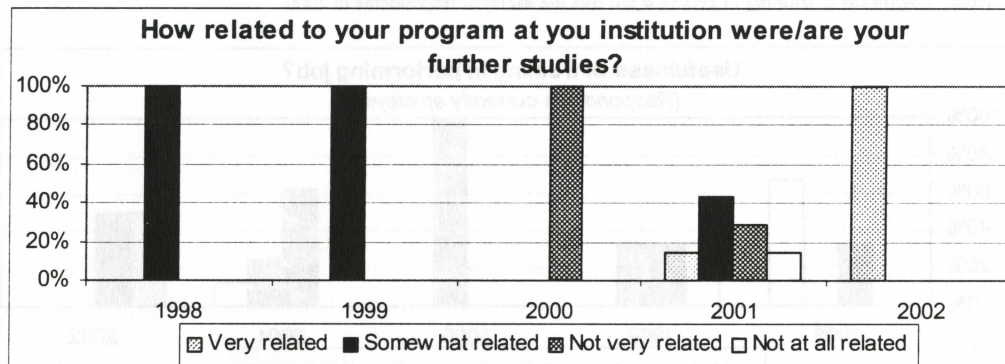
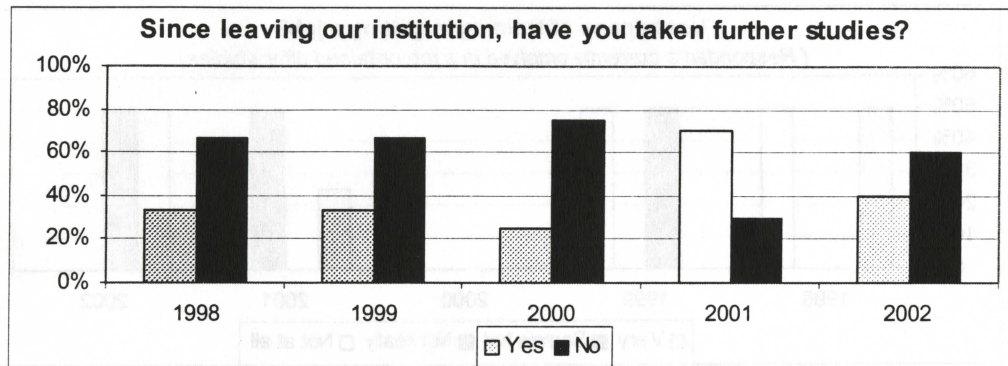
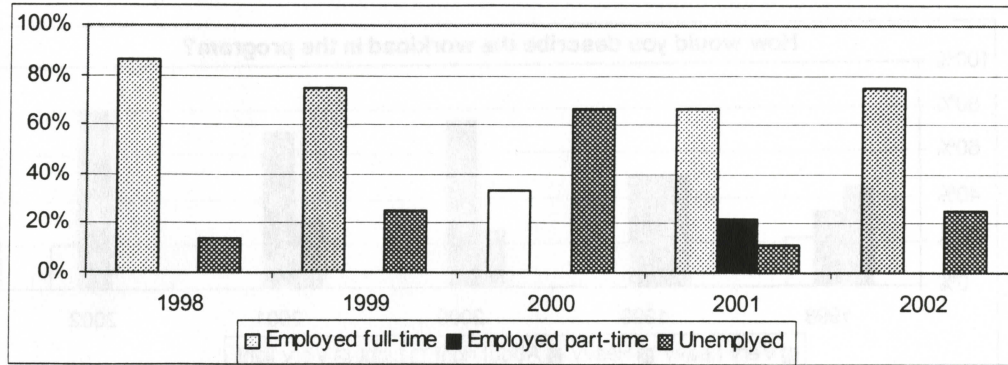
APPENDIX F MEDIAN MONTHLY SALARY

(Source: BC College and Institutes Student Outcomes Data: 1998-2002)



APPENDIX G LABOUR FORCE STATISTICS & FURTHER EDUCATION

(Source: BC College and Institutes Student Outcomes Data: 1998-2002)



APPENDIX H **EMPLOYMENT PROSPECTS¹**

Policy and Program Officers, Researchers and Consultants

Nature of the Work

This occupational group consists of a wide variety of workers involved in a broad range of research-related activities. Natural and applied science policy researchers, consultants and program officers conduct research, prepare reports, provide consultation and advice and administer programs in a variety of areas related to the natural and applied sciences. They are employed by federal, provincial and municipal governments, private companies and advisory and consultant agencies, or they may be self-employed.

Social policy researchers, consultants and program officers conduct research, develop policy and implement or administer programs in areas such as employment, immigration, corrections, housing, labour, family services, foreign aid and international development. They are employed by government departments and agencies, consulting establishments, professional associations and other non-governmental organizations.

Health policy researchers, consultants and program officers conduct research, produce reports and administer health care policies and programs. They are also employed by government departments and agencies, consulting establishments, professional associations and other non-governmental organizations.

Education policy researchers, consultants and program officers conduct research, produce reports and administer elementary, secondary and post secondary education policies and programs. They are employed by government departments, school boards and education research institutes, or they may be self-employed.

Program officers who are unique to government are also included here. They are concerned primarily with the administration and operation of government institutions, such as Parliament, and activities unique to the operation of government, such as international relations, federal-provincial affairs and elections.

Finally, this group includes anthropologists, archaeologists, geographers, historians, linguists, political scientists, sociologists and other professional occupations in social science not elsewhere classified. They are employed throughout the public and private sectors.

Main Duties

The duties of natural and applied science policy researchers, consultants and program officers depend upon their area of specialty. Ergonomists conduct research and advise on interrelationships between persons, equipment and working or living environments to ensure products and work methods maximize safety, productivity and comfort.

Science policy and program officers conduct research and advise on policies. In addition, they develop or administer programs related to transportation, communications, natural resources, agriculture, the environment, energy, land use and other scientific fields.

The duties of social policy researchers, consultants and program officers vary with their positions. Social policy researchers develop social programs, social legislation, or proposals based on demographic, social and economic analysis and the evaluation of pilot projects. Housing policy analysts identify and assess economic, demographic and social developments and report on their implications for housing policy. International aid and development project officers plan, organize and administer foreign aid and international development policies and programs. Social survey researchers develop questionnaires, conduct surveys, analyse data, and compile and interpret statistics on social issues and policy areas.

Health policy researchers, consultants and program officers assist in developing government health policy by reviewing relevant literature, conducting interviews, collecting and analysing statistical data and providing advice to senior managers and officials. They maintain and update health information databases. They compile and analyse statistical information provided by private and public health care institutions and organizations and produce reports, and they monitor and evaluate health care programs operated by government departments and agencies or private organizations.

They also provide consulting services to clients in private establishments or government departments and agencies. They produce newsletters, magazines and other documents to provide information to association or organization members or the general public, and they present the views of an association or organization to politicians, government officials, the media or the general public.

¹ Source: BC Work Futures (NOC 416).

Education policy researchers, consultants and program officers conduct research, produce reports, administer education policies and programs, evaluate curriculum programs, recommend improvements and develop the structure, content and objectives of new programs. They conduct statistical analyses to determine cost and effectiveness of education policies and programs. They provide ongoing professional development, training and consultative services to teachers, and they develop teaching materials and other resources for program delivery. They may also supervise the work of other education policy researchers, consultants or program officers.

Some of the duties performed by program officers unique to government include advising politicians or diplomats on the social, economic and political effects of government decisions on other governments in Canada or abroad, planning inter-governmental meetings and conferences with officers of other municipal, provincial or federal governments, coordinating the logistics and administration of elections within constituencies and ensuring that electoral and voting procedures are followed. They also can coordinate administrative support services for legislative committees, royal commissions or tribunals, and plan logistics and oversee diplomatic protocol of official visits to Canada by foreign politicians and dignitaries. In addition, they explain Canadian foreign and domestic policies to governments and nationals of foreign countries.

Sociologists study the development, structure, social patterns and interrelationships of human society. Specialization usually exists within each of these occupations.

Education and Training

Generally, people working in this field possess at least a bachelor's degree in a relevant field, and many positions, especially management and academic positions, require completion of a master's or doctoral degree.

Although they must work well with others, people in these fields also must be able to spend long hours involved in independent study, analysis and problem solving. They must be able to work with detail and express themselves effectively, both orally and in writing. Knowledge of computers, mathematics, statistics and science is important. Adaptability to change is also important. Good management and sales skills are assets. To be successful, a willingness to continue learning is needed.

Working Conditions

The majority of workers in this occupational group have structured, conventional working hours with occasional overtime for which there is usually no additional pay. They may work alone or as part of a research team as they gather information, write reports, prepare charts or use computers.

Most of these workers must deal with the pressure of deadlines, and their tight schedules are often interrupted by telephone and in-person enquiries and special requests. These requests for data, letters, reports, meetings or presentations can come from supervisors, co-workers, business contacts from the public and private sectors or members of the general public. Workers in this group must handle enquiries effectively and courteously and still maintain their focus and concentration on the scheduled projects or tasks at hand.

In 1995 the average annual earnings for all workers in this occupational group were \$33,500. Full-time, full-year workers earned an average of \$45,000. Those working in the natural and applied sciences, or in education as researchers, consultants and program officers earned \$37,500 and \$37,700 (on average) respectively, and \$49,800 and \$46,300 for full-time, full-year work. Earnings were lower among recreation and sports program supervisors and consultants (\$21,700 on average, \$32,800 for full-time, full-year) and among other professional occupations in social science not elsewhere classified (\$23,400 on average, \$42,700 for full-time, full-year). The respective all-occupation income averages in the province in 1995 were \$27,900 and \$39,400. Industry sources suggest that these entry-level earnings are lower for this segment of workers than those across the occupational group as a whole.

The number of employed workers in this group rose from 7,880 in 1990 to 12,980 in 1998. According to estimates, health and social policy researchers, consultants and program officers in B.C. account for 29% of this group, making them the largest occupation within this group.

About 20% of the entire group work on a part-time basis, and at 30%, this is even more common among recreation and sports program supervisors and consultants. However, part-time work is less common among natural and applied science policy researchers, consultants and program officers (12%). The all-occupation rate for part-time employment in B.C. is 26%.

Unemployment among the entire group is lower than the all-occupation average. However, for those workers in other professional occupations in social science it is higher (11%) than the B.C. occupational average (7%) and slightly above average among recreation and sports program supervisors and consultants (8%).

Many in the entire group are employed full time for only part of the year. This situation is more prevalent among other professional occupations in social science (39%), and those occupied in the natural and applied sciences (35%), but it is less common among economists and economic policy researchers and analysts (18%) and program officers unique to government (21%). Across all occupations in B.C., 27% of the workforce work full time for part of the year.

These workers are employed in a very wide range of industries with no specific industry able to claim a significant proportion of this group's workers. About 16% of the group work in education, 12% are with various health and social services, another 11% are found in business services, 9% are with provincial government, and 7% work in local government and administration.

In view of the fact that these workers concentrate in administrative centres for education and health and social services, it is not surprising that the proportion of this group located on Victoria (16%) is higher than the all-occupation average representation for that area (9%). About 61% are located in the Lower Mainland, while the Okanagan/Kootenay with 10% and Northern B.C. with 6% are slightly underrepresented for their population densities.

Women make up a slight majority (57%) of the workers for the entire group, but there is substantial variation in their representation from occupation to occupation. They make up 66% of recreation and sports program supervisors and consultants and 66% of those working in the education sector. Across all occupations in B.C., women make up 46% of the workforce.

There is also substantial variation in the age distribution for the different occupations within this occupational group, but for the group as a whole, the representation of different age groups is fairly similar to the all-occupation average figures. The only exceptions are a lower proportion of workers under the age of 25 and a slightly higher proportion of those aged 45 to 54.

Employment Prospects

Employment for this occupational group in B.C. is projected to grow at an annual rate of 2.3%, or faster than the all-occupation average, according to the Canadian Occupational Projection System (COPS). However, individual outlooks for specific occupations vary significantly. Approximately 5,850 employment openings are projected in B.C. between 1998 and 2008. About 43% or 2,540 of these job openings will be the result of retirements.

Most opportunities with the federal government will be the result of retirements rather than the creation of new jobs. The availability of employment will vary among the different occupations within this group. Most employment openings will occur in business services, such as consulting firms, business and professional associations, research institutes, non-government organizations and the health and social services sector. Industry sources expect more of the work opportunities to be either part time or contractual, with self-employment becoming more prevalent. (Self-employment more than doubled between 1990 and 1995 to 17% of this occupational group.)

Faster than average growth is expected for other professional occupations in social sciences (for example, sociologists, anthropologists, geographers, and political scientists). Employment prospects are best for those workers with advanced degrees and usually are better in disciplines such as sociology and geography, which offer more opportunities in nonacademic settings. These workers will face intense competition for academic opportunities. However, the growing importance and popularity of social science subjects in secondary schools is strengthening the demand for social science teachers at that educational level. These workers often find work opportunities outside traditional social science areas, often in related work that requires good research, communication and quantitative skills. There is a solid demand for those who can quickly and efficiently gain access to data, interpret it and present this information in concise and understandable terms in private companies and government agencies, which rely on information and insight into global economic and social trends.

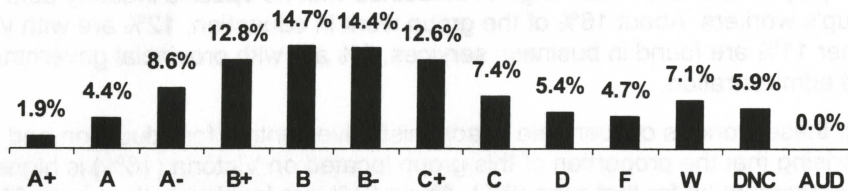
In spite of the growth and the large replacement needs in this occupational group, some industry sources indicate that there is a surplus of persons who would like to work in this field. In general, those persons who have experience in their fields are most in demand. Industry sources warn that these workers are very vulnerable to cutbacks in funding for research in both the private and public sectors. They advise that anyone planning to work in these fields should acquire additional abilities, such as strong computer and writing skills, to ensure that they can be re-employed in other positions that incorporate their specialized knowledge.

It should be noted that some of the occupations that are expected to experience fast growth are small groups in which there will be relatively small numbers of openings, even at rates of growth that are higher than average. For example, the number of workers in other professional occupations in social sciences in B.C. stood at only 370 in the year 1998. At an annual growth rate that is faster than the average, there would only be 80 new positions in the province to the year 2008.

APPENDIX I
LOWER LEVEL GRADE DISTRIBUTIONS: 97/FA – 02/WI BY COURSE

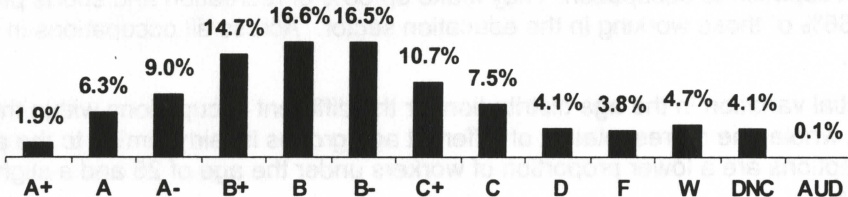
SOCI 111: INTRODUCTION TO SOCIOLOGY 1

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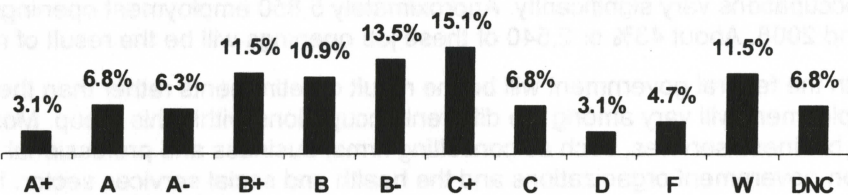
SOCI 121: INTRODUCTION TO SOCIOLOGY 2

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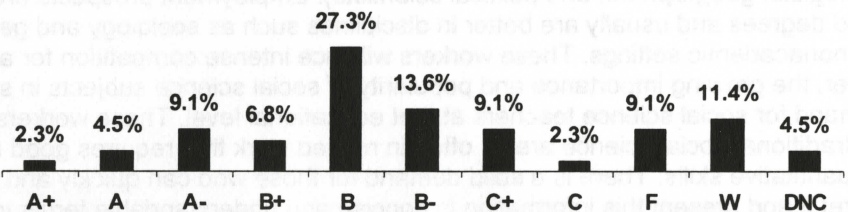
SOCI 201: RACE AND ETHNIC RELATIONS

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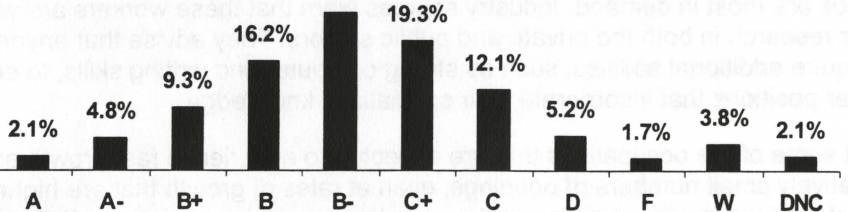
SOCI 210: CANADIAN SOCIAL ISSUES

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SOCI 213: WOMEN IN COMPARATIVE PERSPECTIVE

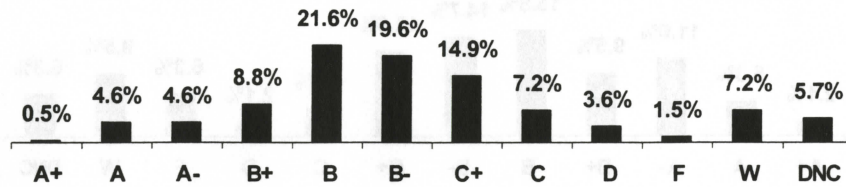
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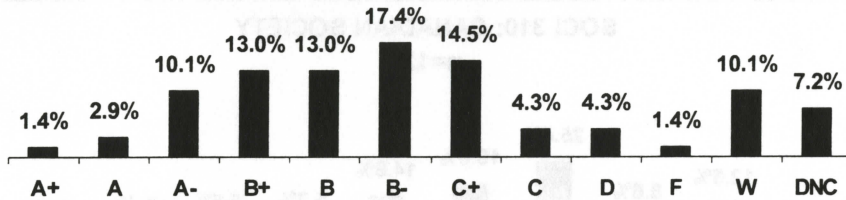
SOCI 216: THE FAMILY IN CROSS-CULTURAL PERSPECTIVE

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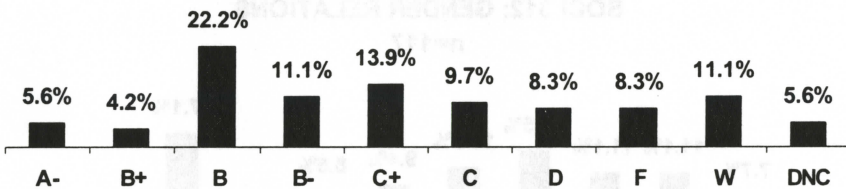
SOCI 223: COLLECTIVE BEHAVIOUR

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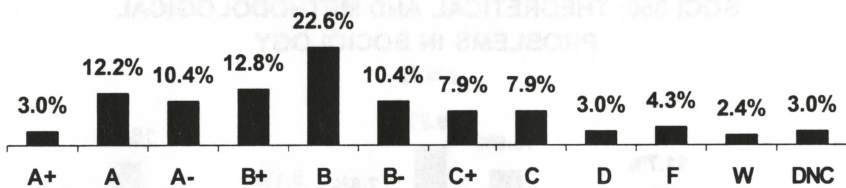
SOCI 226: MEDICAL SOCIOLOGY

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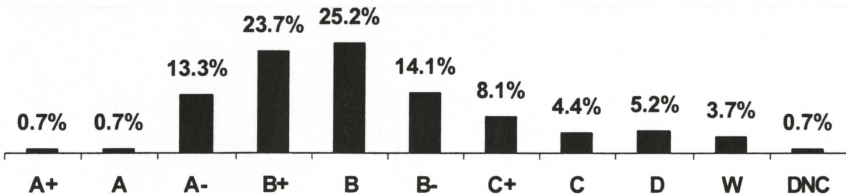
SOCI 250: CRIME AND SOCIETY

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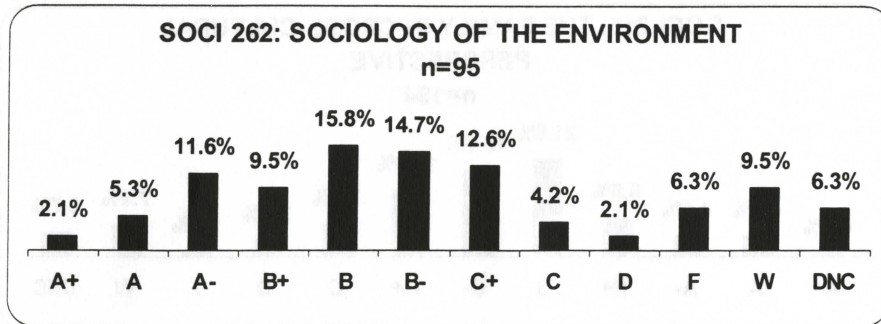


SOCI 259: DEVIANCE AND CONTROL

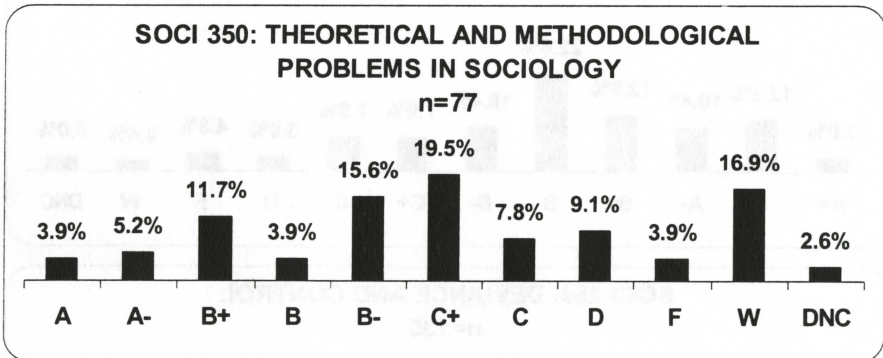
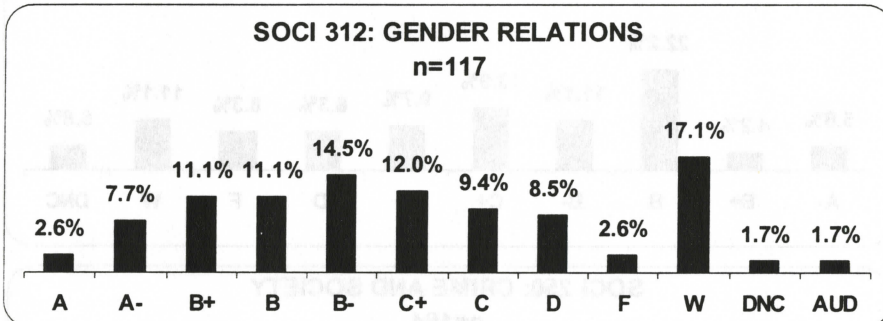
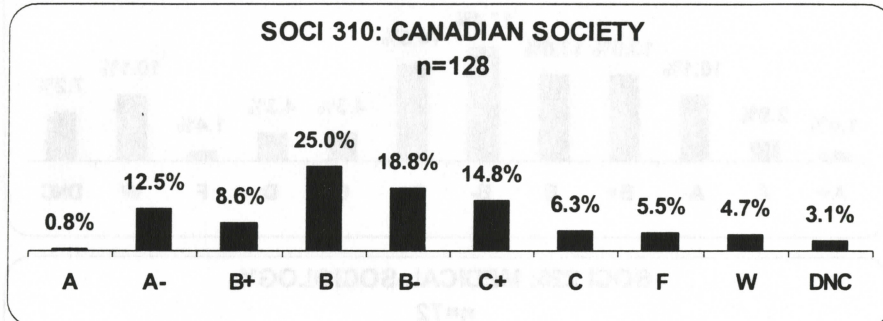
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LOWER LEVEL GRADE DISTRIBUTIONS: 97/FA – 02/WI BY COURSE



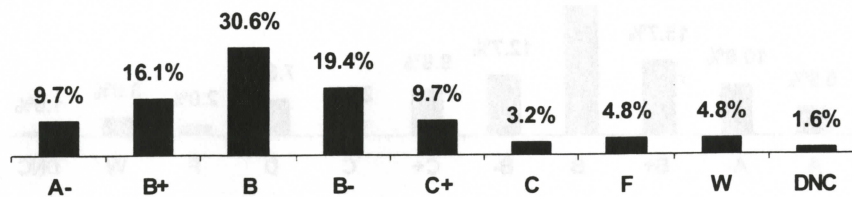
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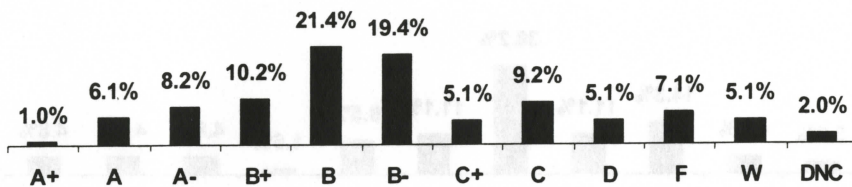
SOCI 352: ORGANIZATION OF WORK

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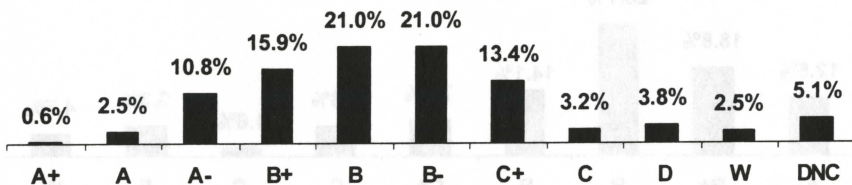
SOCI 361: SOCIAL INEQUALITY

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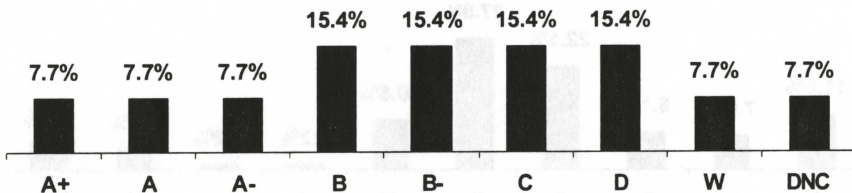
SOCI 368: DEVIANCE AND SOCIAL CONTROL

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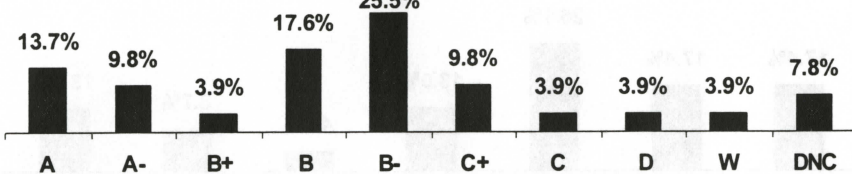
SOCI 371: INTRODUCTION TO SOCIAL STATISTICS

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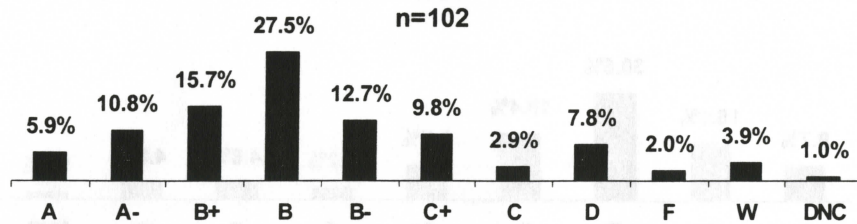
SOCI 380: INTRODUCTION TO SOCIAL SURVEY DESIGN AND ANALYSIS

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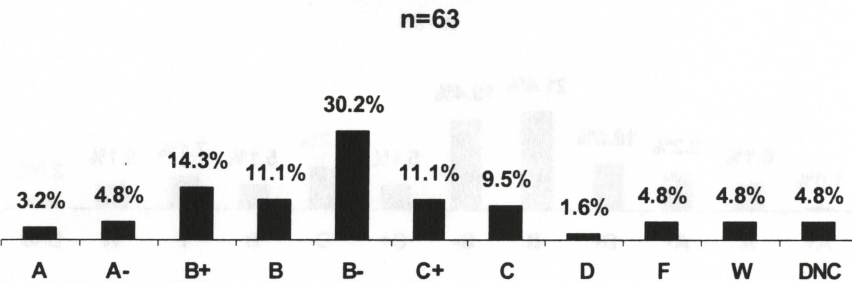


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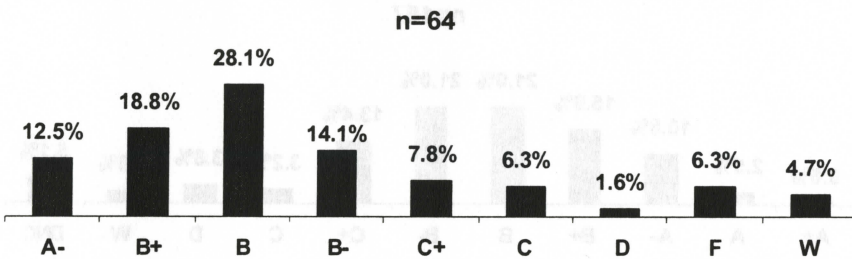
SOCI 382: SOCIO-ETHNOGRAPHIC RESEARCH METHODS IN SOCIOLOGY (QUALITATIVE METHODS)



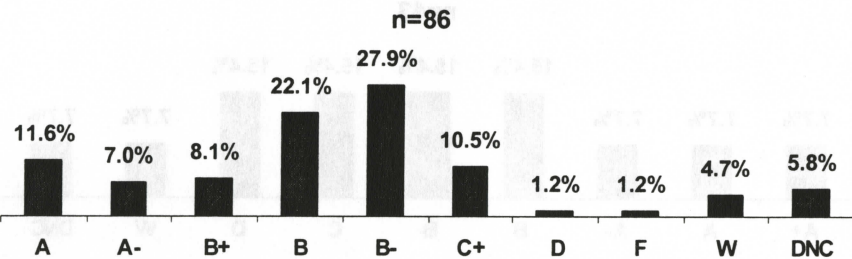
SOCI 413: FAMILY AND KINSHIP



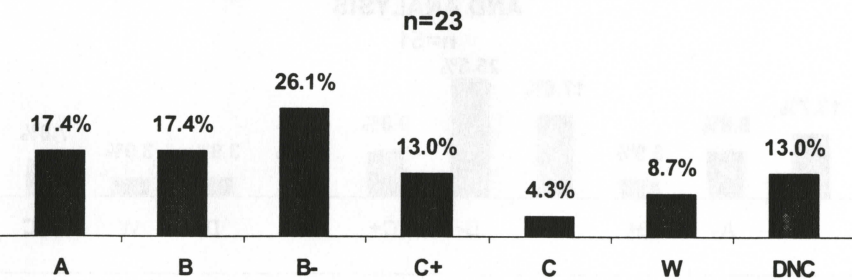
SOCI 460: GLOBALIZATION



SOCI 462: SOCIAL CHANGE



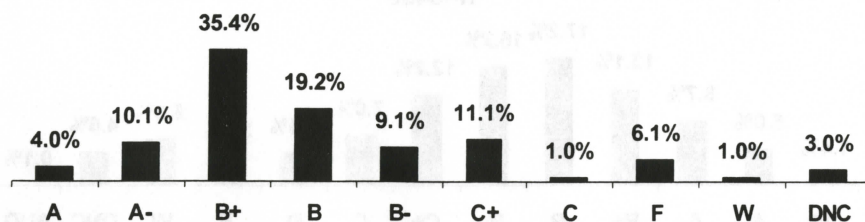
SOCI 464: SOCIAL MOVEMENTS



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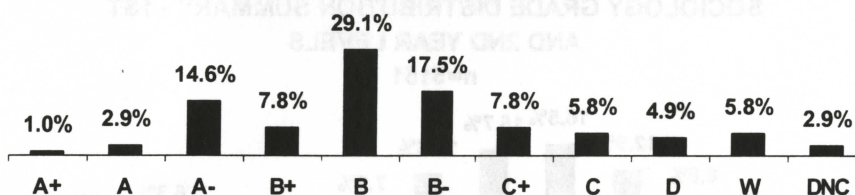
SOCI 466: SOCIALIZATION AND EDUCATION

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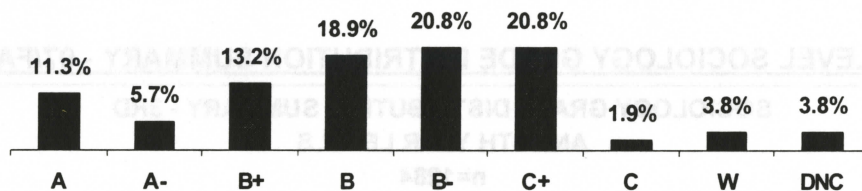
SOCI 470: SOCIOLOGY OF CRIME AND JUSTICE

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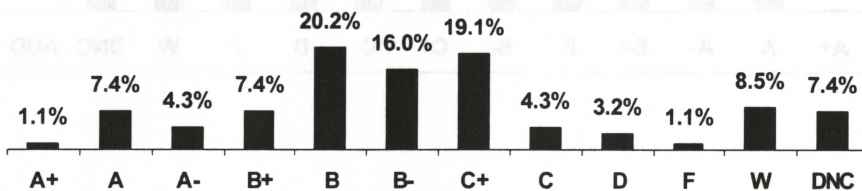
SOCI 473: GLOBAL SOCIAL CHANGE

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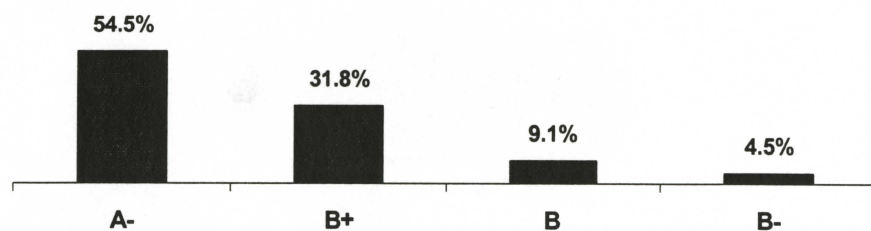
SOCI 475: CONTEMPORARY SOCIAL MOVEMENTS

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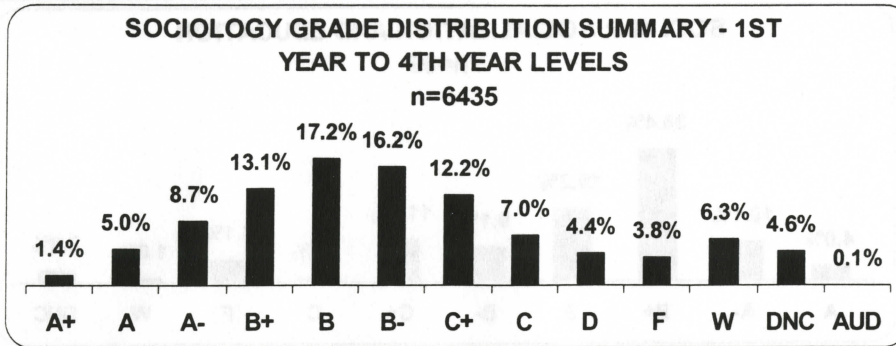


SOCI 484: SOCIOLOGY OF HEALTH AND ILLNESS

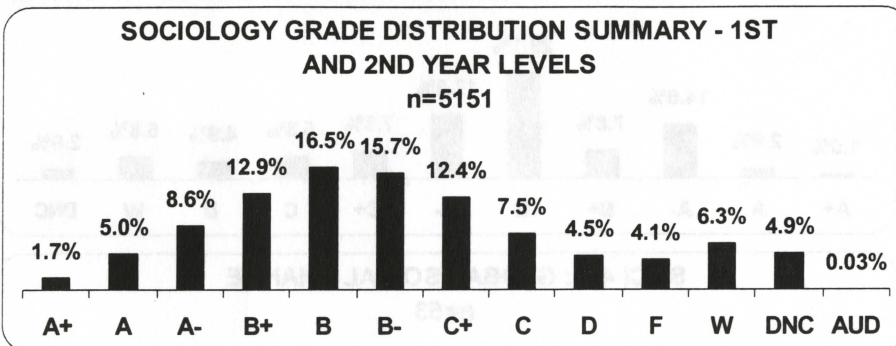
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TOTAL SOCIOLOGY GRADE DISTRIBUTION SUMMARY - 97/FA – 02/WI



LOWER LEVEL SOCIOLOGY GRADE DISTRIBUTION SUMMARY - 97/FA – 02/WI



UPPER LEVEL SOCIOLOGY GRADE DISTRIBUTION SUMMARY - 97/FA – 02/WI

