

# What's Happening in Your Department with Assessment

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The institutionalization of student outcomes assessment remains a contentious issue within the academy. For example, Fendrich (2007), quoted in *The Chronicle of Higher Education*, asserted that “Outcomes-assessment practices in higher education are grotesque, unintentional parodies of both social science and accountability.” In response to Fendrich, Close (2007) describes assessment activities as “student-centered, contributing objective, transparent, justifiable grading standards.” In spite of disagreement among faculty members, department chairs, and higher education administrators as to its value for student learning, most faculty members agree that the demand for assessment is not going to disappear from the academic landscape at least in the foreseeable future.

This third research brief, based on the American Sociological Association’s (ASA) Department Survey, outlines the context for the assessment of student learning in sociology from the perspectives of government officials, higher education administrators, the ASA, and sociology department chairs. It goes on to report on the types of assessment that are conducted by sociology departments and the use of assessment for curricular change. This information will be sorted by the institutional type of the department. This brief, unlike previous ASA publications on assessment of student learning outcomes, is a research document rather than a “how to do it” report. It does not take a pro or anti-assessment position.

## CONTEXTS

An awareness of the contexts in which assessment occurs can help faculty decide who the audience(s) are for assessment results, where the results will be sent, and how they will be used (Hood, Potts, and Johnson 2001). Five stakeholders that have differential power in shaping the context for assessment are described below.

1. **Government Demands for Accountability.** An increasing demand by federal agencies, regional accrediting agencies, and state legislators for assessment of student learning outcomes grew out of a demand for greater accountability of faculty and a concern about the perceived lack of global competitiveness of U.S. college graduates. In the early 1980s, individual state governments were early proponents of mandated assessment along with regional accreditation organizations. By 1989 half of all states mandated the use of assessment outcomes in higher education, although an increasing number seemed willing to leave the implementation to regional accreditation organizations (Ewell 2001). In this same year, the U.S. Department of Education required regional accreditation organizations to assess student learning outcomes as a condition of recognition. Since then federal requirements have become more stringent (Ewell 2001). State legislators and higher education officials often demand quantitative

<sup>1</sup> We are especially indebted to James Sherozman, St. Cloud University and Margaret Weigers Vitullo, ASA, for their careful reading and thoughtful comments. We have tried to incorporate their comments in this brief.

assessment tests in specific disciplines that can be nationally standardized such as the Educational Testing Service's Major Field Survey (Hart 2008).

## 2. **The Perspective of Higher Education**

**Administrators.** As of 2008, only four percent of 208 chief academic officers surveyed by the American Academy of Colleges and Universities reported that their institutions did not assess student learning outcomes and had no plans to do so (Hart, 2008). Two-thirds of their institutions assess at the department level, although nearly half also assess at the institution level. Almost two-thirds have defined outcomes for all departments. The skills most commonly addressed by institution-wide assessments are writing, critical thinking, quantitative reasoning, information literacy, civic engagement, ethical reasoning, intercultural skills, and oral communications as well as disciplinary knowledge. These are the skills that employers most desire, according to a subsequent AACU survey (Hart 2009).

## 3. **The Perspective of the American Sociological**

**Association (ASA).** The ASA has been a proponent of the assessment of student learning through its Teaching Resource Center (TRC) and its appointed task forces. The ASA has issued two major reports on the activity, the first is a series of essays in an edited volume (Holm and Johnson 2001) and the second is the report of a task force (Lowry et al. 2005). In a groundbreaking article titled "It's the Right Thing to Do," Carla Howery (2001), founder and former director of the TRC, argued that within the context of the growing demand for assessment, sociology faculty needed to take the lead in making assessment, "a constructive and positive experience for educational improvement." She warned department members to get over their views that they were "selling out" by complying with administration demands for assessment or that assessment was a limitation on

academic freedom. Instead, she encouraged faculty members to view assessment as a worthy process in which, working together collegially, they should take the lead in defining their department's goals and the tools to measure them. According to Howery, departments should view assessment within the context of curricular development. Other scholars of teaching and learning say that faculty should control the assessment process rather than letting it control them, and give advice as to how to accomplish this feat (Jennings, Rienzi, and Lyda 2006; Senter 2001). These scholars agree that institutional support must be in place and that administrators cannot expect assessment to be added on to teaching, research, and service with no additional resources or support (Senter 2001).

The chair of the Task force on Assessing the Undergraduate Sociology Major (Lowry et al. 2005, p. vi) introduced the volume with her hope that sociology is helping to set the model for meaningful assessment. The Task Force conducted a survey of a group of departments and found that about one-third of those who responded said that they needed help in conducting assessments of student learning.

More recently, the ASA conducted a national survey of seniors majoring in sociology that provides base line measures of skills and concepts that senior majors report learning (Spalter-Roth and Erskine 2006, see [http://www.asanet.org/galleries/Research/ASASChartBook\\_0117w1.pdf](http://www.asanet.org/galleries/Research/ASASChartBook_0117w1.pdf)). Among these are the following skills and concepts:

- Use statistical software, use computer resources to develop a reference list, evaluate different research methods, interpret the results of data gathering, identify ethical issues in research, and write a report understandable by non-sociologists;

- Basic sociological theories/paradigms; current sociological explanations about a variety of social issues; people's experiences as they vary by race, class, gender, age and other ascribed statuses; and social institutions and their impact on individuals.

Participating departments received data on their own students that could be compared to national norms for sociology majors in different types of institutions of higher education. This information has been used for departmental assessments.

#### 4. **The Perspective of Sociology Department Chairs.**

For sociology chairs, most assessment appears to be top-down required by accrediting bodies, government agencies, or university administrators. The time it takes to conduct these assessments are seen as conflicting with the time it takes to perform scholarship and teaching. Jennings, Rienzi, and Lyda (2006) present a common description of a department's reaction to instituting assessment measures with faculty members showing reluctance to participate in the context of what they perceived as a "time crunch". This crunch is viewed as a product of structural changes in the academy due to pressures to find external resources and greater pressures for both quality teaching and published research.

As part of the 2008 ASA Department Survey, many chairs who responded to the open-ended question about the most pressing issues they were facing reported similar conditions. Assessment was viewed as an activity for which there are no additional resources and, when done, results in no additional resources to restructure curriculum, create internships, or hire additional faculty. In the words of one department chair:

*We are inundated by initiatives from the administration, faculty bodies, accrediting agencies, the Commission on Higher Education, and state government. We spend an*

*ever-increasing portion of our time and energy responding, accommodating, and resisting. This does not lead to any measurable improvement in anything we do. It does harm morale.*

Still another chair spoke of "the obsession with quantifiable outcomes."

Further, some chairs expressed concern that the data collected through assessments would be "used against them" by the university and by the state, in spite of assurances by supporters of assessment that the activity should not be used for this purpose. For some of these chairs these assessments are particularly frightening for maintaining a credible sociology department because they come at a time of decreasing budgets and faculty retirements.

While not going so far as Fendrich (2007), in saying that outcomes assessment are unintentional parodies of quantitative research, some sociology chairs do see assessment as "job intensification for the purposes of bureaucratic reporting. It is a loss of professional trust." Perhaps this is part of a general sense of loss of power by faculty members discussed in an unpublished study by Cumming and Finkelstein (Schmidt, 2009).

Comments from a few chairs reveal a more positive view of assessment and its relation to curricular change. According to one:

*We need to go through a department assessment next year to determine future directions of our department with the imminent retirement of two key members.*

5. **Student Perspectives.** Proponents of assessment agree that academic departments might be mandated to do assessments, but that faculty should not object to these mandates because student learning is the object of this activity (Lowry et al 2005). Although students are the object of assessment practices, few studies examine

their perspectives about the value of assessments. One of the studies of student perspectives (O'Brien et al. 2001) finds that the majority of students at a branch campus of the California State system agree that their programs should be assessed. But for these students, assessment means assessment of individual faculty. They do not think that institutions of higher education should assess what they learn. To overcome this misunderstanding of assessment practices, some faculty members suggest that students should be included in the assessment process because their support is critical for success (O'Brien et al. 2001).

According to ASA's Department Survey, the preponderance of sociology departments perform some sort of assessment, regardless of whether departments think that assessment is a waste of time or, alternatively, think that it has positive effects for faculty accountability, improved curriculum, and student learning.

## THE DEPARTMENT SURVEY

In March 2008, the universe of chairs in stand-alone and joint sociology departments or divisions that awarded at least one sociology undergraduate degree received an online version of the ASA Department Survey. It requested Academic Year (AY) 2006/2007 information about department size and structure, numbers of undergraduate majors and graduates, graduate enrollments, faculty hires, student evaluations, and other relevant information. The ASA department survey is important to the discipline because it is the only survey in which the sociology department is the unit of analysis. The survey focused on questions that specifically address chairs' need for information on topics of concern to them for departmental research, policy-making, and planning. Many questions in the 2008 survey were similar to those asked in the 2002 survey (that asked about AY 2000/2001) in order to provide trend data.

...institutional support must be in place and that administrator cannot expect assessment to be added on to teaching, research, and service with no additional resources or support (Senter 2001).

In spite of the questionnaire length, 60 percent of chairs and their staff members took the time to answer, higher than the 55 percent response rate for the previous ASA department survey for 2001. Although the response rate was higher, fewer departments filled out the complete survey, resulting in some lack of consistency in the results.

To control for uneven response rates by type of school, responses are weighted to reflect their proportion in the total universe. Appendix Tables 1 and 2 provide the distribution of responses by type of department both weighted and unweighted. Appendix II contains additional information on the survey methods. Appendix III contains a list of all the departments that participated in the survey.

## FINDINGS

In a previous research brief based on the earlier Department Survey we compared the percentage of departments in different types of institutions of higher education using assessment techniques to evaluate student learning in AY 2000/2001 and in AY 2006/2007 (see *What's Happening in Your Department* at <http://www.asanet.org/galleries/default-file/07ASADeptSurveyBrief1.pdf>).

### Increasing Use of Assessment

We found about a 10 percent increase in the share of departments reporting that they did some types of assessment of student learning, with the exception of baccalaureate departments which stayed stable. In AY 2006/2007 the percentages ranged from 77 percent at Research universities to 92 percent at masters comprehensive universities. Table 1 suggests that those departments at institutions with the highest teaching loads and the most majors are also most likely to be engaged in the assessment process. It suggests that master's institutions may be the greediest, demanding a total time commitment from faculty, (to use Coser's term cited in Wright et al. 2004), perhaps because most are public institutions mandated to do so by state legislatures.

### Forms of Assessment Used

Capstone courses build learning communities among students in a final class experience synthesizing what they learn, sometimes through group projects

on their post-graduation careers (Lowry et al. 2005). All of these activities can be the basis for quantitative or qualitative assessment.

Between AY 2000/2001 and AY 2006/2007 the forms of assessment methods used by departments in different types of institutions of higher education remained relatively stable, with a few notable exceptions (see Table 2). There was a 12 percent increase in departments using "other" assessment techniques than the array suggested in the surveys. This other category may include capstone courses that were not included in the 2002 survey, but were included in 2008. There was a large decrease in the proportion reporting using exams created within the department, with a corresponding increase in the proportion use of externally created exams.

These findings suggest the growth of standardized university-wide exams such as the ETS Major Field Test. According to ETS, "The sociology test consists of

**Table 1. THE RELATIONSHIP BETWEEN TEACHING ACTIVITIES AND ASSESSMENT IN AY 2006-2007**

Type of Institution	Mean Course Load	Median Ratio of Majors to Faculty	Percent Doing Assessment (N=816)
Research and Doctoral	4.4	13/1	76.9
Master's Comprehensive	7.7	14/1	91.5
Baccalaureate	6.5	15/1	84.0

Source: ASA Department Survey 2008

(Berheide 2001). Senior theses or projects ask students to synthesize the skills and concepts that they learned throughout their major in an independent research project. Student surveys usually compare entry-level students with graduating students in terms of their perceptions of what they have learned and skills and their views of the effect of majoring in the discipline

140 multiple-choice questions, some of which are grouped in sets and based on such materials as diagrams, graphs and statistical data. Most of the questions require knowledge of specific sociological information, but the test also draws on the student's ability to interpret data, to apply concepts and ideas, and to analyze sociological data, theories and

**Table 2: COMPARISON OF TYPES OF ASSESSMENT, AY 2000/01 AND AY 2006/07**  
(in percents)

Assessment	2001	2007
Student Survey	53.6	58.3
Senior Thesis or Project	49.1	47.7
Exit Interview	39.1	39.4
Department Exam	26.3	17.5
Portfolio	19.8	22.4
External Exam	18.4	28.9
Employer Survey	8.4	6.4
Other	5.9	17.9
Weighted N	816	816

Source: ASA Department Surveys 2002 and 2008

*Major Field Test in Sociology* at <http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=f549af5e44df4010VgnVCM10000022f95190RCRD&vgnnextchannel=eddc144e50bd2110VgnVCM10000022f95190RCRD>). A department's scores on this test can be normed against a national group of test takers.

It appears that departments do not use a single assessment measure, and may use both direct and indirect measures, since the percentage of measures used totals to more than 100 percent at each type of institution of higher education (see Table 3). Of all the measures of assessment techniques available, departments at all types of institutions seemed to focus on three (although not in the same order): a capstone course, a senior thesis or project, and a student survey. Departments at PhD granting schools were most likely to use student surveys, while departments at baccalaureate and master's schools were most likely to use capstone courses.

**Table 3. USE OF ASSESSMENT MEASURES BY TYPE OF INSTITUTION OF HIGHER EDUCATION, AY 2006-2007** (in percents)

Type of Assessment	Research/Doctoral	Masters	Baccalaureate
Student Survey	62.0	61.2	52.4
Capstone Course	47.3	67.9	77.7
Senior Thesis or Project	32.9	44.1	61.3
Exit Interview	33.2	40.6	41.6
Standardized Exam	19.3	31.8	30.8
Department Exam	14.9	19.1	17.0
Portfolio	13.5	29.6	18.3
Employer Survey	5.8	7.4	5.3

Source: ASA Department Survey 2008



...almost all sociology departments at all types of institutions have come to engage in at least some measure of student learning outcomes and many appear to modify their curriculum as a result.

Assessment techniques are not limited to evaluating individual student's mastery of learning goals, but can also be used at the classroom or the program level, according to proponents of these techniques (Berheide 2001). Program portfolios pull together examples of outstanding, satisfactory, and unsatisfactory work that is aggregated over time (Dorn 2001). These aggregated examples are used to evaluate whether students are meeting departmental learning goals and how should the curriculum and pedagogy be improved to create more outstanding work.

### Curriculum Revisions

Based on the fit between departmental goals for student learning and the results of assessment measures, departments may modify their curriculum or perhaps their mission (Hood, Potts, and Johnson 2001). Table 4 shows that nearly three-quarters of responding departments either underwent major curriculum revisions in the last five years or intend to do so in the near future. Departments in institutions granting PhDs are the least likely to do so, while masters and baccalaureate schools are more likely to do so.

## CONCLUSIONS

Based on chairs' responses to the 2008 Department Survey, perceptions of top-down assessment do not appear to have changed, since Howery's call for "a constructive and positive process" in 2001. Since that time almost all sociology departments at all types of institutions have come to engage in at least some measures of student learning outcomes and many appear to modify their curriculum as a result. Complaints about the amount of time it takes, especially as time appears to have become a scarcer resource, the lack of new resources that result from this effort, and the possibility of negative consequences to departments have not disappeared. This negative view may increase in the in the context of recessionary budget cuts, hiring freezes, and elimination of programs (Hart 2008). Within the context of budgetary shortfalls, the demand for assessment may increase and the complaint that there is no institutional support for assessment or for implementing the results of this activity may also increase.

But, maybe not. A few chairs did describe a collegial process that may have positive outcomes for their departments. For example, after complaining about the added work loads of capstones and assessments (not to mention a leaky roof, a lack of class room and

**Table 4. DEPARTMENTS THAT UNDERWENT MAJOR CURRICULUM REVISIONS IN THE LAST 5 YEARS OR INTENDED TO DO SO WITHIN THE NEXT 2 YEARS, AY 2006/07 (in percents)**

Type of Institution	N Responding	% Yes
Research/Doctoral	164	62.8
Masters	326	76.9
Baccalaureate	215	75.7
Total	705	73.2

Source: ASA Department Survey 2008



office space, and increased demands for teaching and research), a long-time chair noted:

*Having said all of that I would like to add that we have just changed our curriculum, the new major will begin in the fall. One of the major changes is a new focus on public sociology.... We are also changing our social work minor toward a human services minor. The issue of changing to move into a new century has been a positive process for us. We have also been upgrading our web sites, thinking about a blog. Under the leadership of one faculty member we are learning to use technology to "market" ourselves and to understand what will attract this new generation of students. That has also been a very positive process.*

Within the context of budgetary shortfalls, the demand for assessment may increase and the complaint that there is no institutional support for assessment or for implementing the results of this activity may also increase.

There is no pat ending to this research brief. The issue appears to remain contentious among sociology chairs. But, it might be helpful if chairs continued the discussion on ASA's Research Department blog at <http://asaresearch.wordpress.com/>. Let your fellow chairs know some of your best practices as well as some of your worst failures.

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## APPENDIX I

**APPENDIX TABLE 1.**  
Unweighted Response Rate, 2002 and 2008

Institution Type	2002		2008	
	Number of Programs	%	Number of Programs	%
Research I	70	11.3%	62	12.6%
Research II	31	5.0%	23	4.7%
Doctoral I	26	4.2%	27	5.5%
Doctoral II	41	6.6%	23	4.7%
Masters I	213	34.5%	183	37.0%
Masters II	42	6.8%	31	6.3%
Baccalaureate I	88	14.3%	71	14.4%
Baccalaureate II	106	17.2%	74	15.0%
All Programs	617	100.0%	494	100.0%

Source: ASA Department Survey, 2002 and 2008

**APPENDIX TABLE 2.**  
Weighted Response Rate, 2002 and 2008

Institution Type	2002		2008	
	Number of Programs	%	Number of Programs	%
Research I	70	8.6%	79	9.7%
Research II	31	3.8%	29	3.6%
Doctoral I	31	3.8%	39	4.8%
Doctoral II	41	5.0%	37	4.5%
Masters I	288	35.3%	307	37.6%
Masters II	51	6.3%	57	7.0%
Baccalaureate I	103	12.6%	121	14.8%
Baccalaureate II	201	24.6%	147	18.0%
All Programs	816	100.0%	816	100.0%

Source: ASA Department Survey, 2002 and 2008

## APPENDIX II

### METHODOLOGICAL APPENDIX

#### THE SURVEY UNIVERSE

To implement a survey that responded to chairs' and other users' data needs, we used a continuously updated list of the universe of sociology programs and departments that award a Baccalaureate degree in sociology. This list was originally created from the National Center for Educational Statistics 1997–98 Integrated Postsecondary Education Data System (IPEDS) Completions Survey. The universe selected from IPEDS consisted of all institutions that had granted at least one BA degree in sociology during AY 1997–1998. This data file was merged with the ASA department file and then all the mismatches were verified and either included or excluded. This method produced a universe of 1,010 programs that granted a minimum of a Bachelors-level degree in sociology. This compared to the 1,093 programs in AY 2000–2001. Of these 1010 programs we could not find any contact information for 95 departments, despite a series of efforts. As a result, the survey universe contained 915 departments or programs that offered a Baccalaureate degree in sociology.

#### THE SURVEY

The Survey was designed by the ASA Research and Development Department to be comparable to the earlier department survey and to reflect chairs' and committees' concerns. Indiana University's Center for Survey Research (CSR) designed the on-line survey and conducted much of the fieldwork. The final survey was mailed in March 2008 to department chairs. The data requested were for the previous completed academic year (AY 2006–2007), and for fall semester 2008, when a full year's data was not appropriate.

#### RESPONSE RATES

As with most on-line surveys, initial respondents

answered quickly, and we received the bulk of responses during the first week. After that, responses came slowly, and between April 2008 and June 2008, Arne Kalleberg, the 2007–2008 President of the ASA, and Sally T. Hillsman, Executive Officer of the ASA, sent three reminder letters. The final response rate of nearly 60 percent (549 departments or programs), overall, was higher than department surveys sent by other disciplinary societies and was higher than the response rate for the AY 2000–2001 survey (with a response rate of 56 percent). The response rate varied by type of institution, with the lowest rate among Baccalaureate II and Master's II schools. As a result, responses were weighted.

#### REPORTED DATA

Despite weighting, the results do not represent the full universe of sociology departments and programs. Therefore, the total counts of students and faculty are undercounts and cannot be used to answer questions, such as the total number of sociology faculty or the total number of sociology majors. Rather we present the median number per department by type of department (peer departments).

#### PEER DEPARTMENTS

The 1994 version of the Carnegie Classification of Institutions of Higher Education was used to group departments into peer groups, while ensuring the promised confidentiality to individual departments. This classification method was selected over others, such as department size, because a convenience sample of chairs preferred this approach. Thus, in this report, all departments in a particular type of institution are considered "peer departments." These department types were then grouped into a broader set of categories, Research and Doctoral, Master's, and Baccalaureate, to avoid small cell sizes.

## APPENDIX III PARTICIPATING DEPARTMENTS

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### RESEARCH I

Arizona State University  
Brown University  
Columbia University  
Cornell University  
Emory University  
Florida State University  
Georgetown University  
Harvard University  
Howard University  
Indiana University-Bloomington  
Iowa State University  
Johns Hopkins University  
Louisiana State University  
New York University  
North Carolina State University  
Northwestern University  
Ohio State University  
Oregon State University  
Pennsylvania State University  
Princeton University  
Purdue University  
Stanford University  
Temple University  
Tufts University  
University at Buffalo - SUNY  
University of Alabama-Birmingham  
University of Arizona  
University of California-Berkeley  
University of California-Irvine  
University of California-Los Angeles  
University of California-San Diego  
University of California-Santa Barbara  
University of Cincinnati  
University of Colorado at Boulder  
University of Connecticut

University of Florida-Gainesville  
University of Georgia  
University of Hawaii-Manoa  
University of Illinois at Chicago  
University of Iowa-Iowa City  
University of Kansas  
University of Kentucky  
University of Maryland-College Park  
University of Massachusetts Amherst  
University of Miami  
University of Michigan  
University of Minnesota  
University of Nebraska-Lincoln  
University of New Mexico-Albuquerque  
University of North Carolina at Chapel Hill  
University of Southern California  
University of Tennessee  
University of Texas at Austin  
University of Utah-Salt Lake  
University of Wisconsin-Madison  
Utah State University  
Vanderbilt University  
Virginia Commonwealth University  
Virginia Polytechnic Institute & State University  
West Virginia University  
Yale University  
Yeshiva University-Yeshiva College

### RESEARCH II

Brigham Young University  
Clemson University  
Kansas State University-Manhattan  
Kent State University-Kent  
Mississippi State University  
Northeastern University

Ohio University  
 Oklahoma State University  
 Rice University  
 Southern Illinois University-Carbondale  
 Syracuse University  
 University at Albany-SUNY  
 University of Arkansas  
 University of California-Riverside  
 University of California-Santa Cruz  
 University of Notre Dame  
 University of Oklahoma  
 University of Oregon  
 University of Rhode Island  
 University of South Florida  
 University of Vermont  
 University of Wisconsin-Milwaukee  
 University of Wyoming

**DOCTORAL I**

Boston College  
 Bowling Green State University  
 Catholic University of America  
 City University of New York-Graduate School  
 Clark Atlanta University  
 College of William and Mary  
 Georgia State University  
 Indiana University of Pennsylvania  
 Loyola University of Chicago  
 Marquette University  
 Miami University  
 Northern Illinois University  
 Old Dominion University  
 Saint John's University  
 Southern Methodist University  
 Texas Woman's University  
 University of Akron  
 University of Denver  
 University of Louisville  
 University of Memphis  
 University of Missouri-Kansas City  
 University of North Carolina at Greensboro

University of North Texas  
 University of Northern Colorado  
 University of Texas at Dallas  
 University of Toledo  
 Western Michigan University

**DOCTORAL II**

Baylor University  
 Cleveland State University  
 Dartmouth College  
 DePaul University  
 Florida International University  
 Idaho State University-Pocatello  
 Montana State University  
 San Diego State University  
 Seton Hall University  
 Texas Christian University  
 Texas Southern University  
 University of Alabama-Huntsville  
 University of Central Florida  
 University of Colorado-Denver  
 University of Maine  
 University of Maryland-Baltimore County  
 University of Massachusetts Lowell  
 University of Missouri-St Louis  
 University of Montana  
 University of Nevada-Reno  
 University of New Hampshire  
 University of North Dakota-Grand Forks  
 Wichita State University

**MASTERS I**

Adams State College  
 Appalachian State University  
 Arcadia University  
 Arkansas Tech University  
 Auburn University at Montgomery  
 Augusta State University  
 Austin Peay State University  
 Azusa Pacific University



Baldwin-Wallace College  
 Barry University  
 Bellarmine University  
 Bloomsburg University  
 Boise State University  
 Bridgewater State College  
 California Lutheran University  
 California State University-Bakerfield  
 California State University-Chico  
 California State University-Dominguez Hills  
 California State University-Fresno  
 California State University-Fullerton  
 California State University-Hayward  
 California State University-Los Angeles  
 California State University-Northridge  
 California State University-Sacramento  
 California State University-San Bernardino  
 California State University-Stanislaus  
 California University of Pennsylvania  
 Canisius College  
 Central Connecticut State University  
 Central Michigan University  
 Cheyney University of Pennsylvania  
 Chicago State University  
 City University of New York-Baruch College  
 City University of New York-Hunter College  
 College of Mount St Joseph  
 College of New Rochelle  
 Columbus State University  
 Concordia University  
 Creighton University  
 Dominican University  
 Dowling College  
 Drake University  
 East Tennessee State University  
 Eastern Connecticut State University  
 Eastern Illinois University  
 Eastern Kentucky University  
 Emporia State University  
 Fayetteville State University  
 Fitchburg State College  
 Fontbonne University  
 Fort Hays State University  
 Framingham State College  
 Francis Marion University  
 Frostburg State University  
 Gallaudet University  
 Gardner-Webb College  
 Georgia College & State University  
 Georgia Southern University  
 Georgia Southwestern State University  
 Gonzaga University  
 Hampton University  
 Hardin-Simmons University  
 Hawaii Pacific University  
 Hood College  
 Houston Baptist University  
 Humboldt State University  
 Indiana University-South Bend  
 Indiana University-Southeast  
 Ithaca College  
 Jacksonville University  
 James Madison University  
 John Carroll University  
 Kean University of New Jersey  
 Kutztown University of Pennsylvania  
 La Roche College  
 Lamar University  
 Lindenwood University  
 Loyola College  
 Loyola Marymount University  
 Loyola University of New Orleans  
 Mansfield University of Pennsylvania  
 Marshall University  
 Maryville University St Louis  
 McNeese State University  
 Midwestern State University  
 Minnesota State University-Mankato  
 Missouri State University  
 Murray State University  
 Niagara University  
 North Carolina A&T State University  
 North Carolina Central University  
 North Georgia College & State University

Northeastern Illinois University  
 Northeastern State University  
 Northern Michigan University  
 Northwestern Oklahoma State University  
 Northwestern State University of Louisiana  
 Oklahoma City University  
 Pacific Lutheran University  
 Pennsylvania State University-Harrisburg  
 Pittsburgh State University  
 Radford University  
 Rhode Island College  
 Roosevelt University  
 Rowan University  
 Russell Sage College  
 Saginaw Valley State University  
 Saint Cloud State University  
 Saint Mary's University  
 Saint Peter's College  
 Saint Xavier University  
 Salem State College  
 Salisbury State University  
 Sam Houston State University  
 Samford University  
 San Francisco State University  
 Seattle Pacific University  
 Simmons College  
 Sonoma State University  
 South Dakota State University  
 Southeastern Louisiana University  
 Southern Illinois University-Edwardsville  
 Southern Nazarene University  
 Southern Oregon University  
 Stephen F Austin State University  
 Suffolk University  
 SUNY at Potsdam  
 SUNY Brockport  
 SUNY College at Geneseo  
 SUNY College at Oneonta  
 Tarleton State University  
 Tennessee Technological University  
 Texas A&M University-Corpus Christi  
 Texas A&M University-Kingsville  
 Texas State University-San Marcos  
 Texas Wesleyan College  
 Trinity College  
 Trinity University  
 Truman State University  
 University of Alaska-Anchorage  
 University of Arkansas-Little Rock  
 University of Central Arkansas  
 University of Central Oklahoma  
 University of Colorado at Colorado Springs  
 University of Dayton  
 University of Indianapolis  
 University of Louisiana at Monroe  
 University of Massachusetts Boston  
 University of Michigan-Dearborn  
 University of Montevallo  
 University of Nebraska at Omaha  
 University of Nevada-Las Vegas  
 University of North Alabama  
 University of North Carolina at Wilmington  
 University of North Florida  
 University of Portland  
 University of Redlands  
 University of Scranton  
 University of South Alabama  
 University of Tennessee-Chattanooga  
 University of Tennessee at Martin  
 University of the Incarnate Word  
 University of Wisconsin-Eau Claire  
 University of Wisconsin-La Crosse  
 University of Wisconsin-Superior  
 University of Wisconsin-Whitewater  
 Villanova University  
 Wagner College  
 Webster University  
 West Chester University  
 West Texas A&M University  
 Western Connecticut State University  
 Western Illinois University  
 Western Kentucky University  
 Western Oregon University  
 Western Washington University

Whitworth College  
 Widener University  
 Wilkes University  
 Winthrop University  
 Worcester State College  
 Xavier University of Louisiana  
 Youngstown State University

**MASTERS II**

Baker University  
 Bellevue University  
 Belmont University  
 Calvin College  
 Capital University  
 Carthage College  
 Chestnut Hill College  
 College of Saint Catherine  
 Curry College  
 Eastern University  
 Lander University  
 Lincoln University  
 Linfield College  
 Mid America Nazarene University  
 Mount Saint Mary's University  
 North Central College  
 Park College  
 Pfeiffer University  
 Point Loma Nazarene University  
 Saint Ambrose University  
 Saint Edward's University  
 Saint John Fisher College  
 Southwest Baptist University  
 SUNY Institute of Technology  
 Union College  
 University of Mary Washington  
 University of Maryland Eastern Shore  
 University of Southern Indiana  
 Walla Walla College  
 Walsh University  
 West Virginia Wesleyan College

**BACCALAUREATE I**

Agnes Scott College  
 Albion College  
 Alma College  
 Augustana College  
 Bard College  
 Barnard College-Columbia University  
 Bates College  
 Bryn Mawr College  
 Bucknell University  
 Carleton College  
 Coe College  
 Colby College  
 Colgate University  
 College of Saint Benedict-St John's University  
 College of the Holy Cross  
 College of Wooster  
 Colorado College  
 Cornell College  
 Davidson College  
 DePauw University  
 Dickinson College  
 Drew University  
 Eckerd College  
 Furman University  
 Gettysburg College  
 Gordon College  
 Goshen College  
 Goucher College  
 Grinnell College  
 Hamilton College  
 Hamline University  
 Hanover College  
 Hartwick College  
 Hastings College  
 Hiram College  
 Hobart & William Smith Colleges  
 Hope College  
 Houghton College  
 Juniata College  
 Kenyon College  
 Knox College

Macalester College  
 McDaniel College  
 Mills College  
 Monmouth College  
 Morehouse College  
 Mount Holyoke College  
 Muhlenberg College  
 Oberlin College  
 Occidental College  
 Pomona College  
 Reed College  
 Ripon College  
 Saint Mary's College of Maryland  
 Shepherd College  
 Siena College  
 Skidmore College  
 Smith College  
 Southwestern University  
 Swarthmore College  
 University of North Carolina at Asheville  
 Vassar College  
 Virginia Wesleyan College  
 Washington & Jefferson College  
 Washington & Lee University  
 Washington College  
 Wesleyan University  
 Westminster College  
 Westmont College  
 Wheaton College

**BACCALAUREATE II**

Anderson University  
 Augsburg College  
 Berry College  
 Bethel College  
 Bethel University  
 Black Hills State University  
 Brewton-Parker College  
 Caldwell College  
 Campbellsville College  
 Central Methodist College

Christopher Newport University  
 City University of New York-York College  
 Covenant College  
 Dillard University  
 Eastern Mennonite University  
 Eastern Oregon University  
 Elizabethtown College  
 Elmhurst College  
 Emory & Henry College  
 Florida Southern College  
 Graceland College  
 Grand Canyon University  
 Grove City College  
 High Point University  
 Huntington College  
 Kansas Wesleyan University  
 Kentucky Wesleyan College  
 Le Moyne College  
 Lebanon Valley College  
 Lee University  
 LeMoyne-Owen College  
 Manchester College  
 Marian College  
 Marymount Manhattan College  
 Maryville College  
 McKendree College  
 McMurry University  
 Mercy College  
 Mesa State College  
 Messiah College  
 Methodist College  
 Metropolitan State College of Denver  
 Mississippi Valley State University  
 Missouri Southern State University  
 Missouri Valley College  
 Molloy College  
 Mount Mercy College  
 Mount Union College  
 Newberry College  
 Ohio Dominican University  
 Oklahoma Baptist University  
 Otterbein College

Philander Smith College  
Saint Anselm College  
Saint Augustine's College  
Saint Joseph's College  
Saint Mary's College  
Saint Norbert College  
Seton Hill University  
Shaw University  
SUNY Purchase College  
Thiel College  
Thomas More College  
Trinity Christian College  
University of Montana-Western  
University of Sioux Falls  
University of South Carolina Aiken  
University of South Carolina Upstate  
West Virginia State University  
Wiley College  
William Penn University  
Wilson College  
Wingate University  
York College of Pennsylvania

*Source: ASA Department Survey, 2002 to 2001*



# ASA Research Briefs

The following are links to research briefs and reports produced by the ASA's Department of Research and Development for dissemination in a variety of venues and concerning topics of interest to the discipline and profession. These briefs can be located at [http://www.asanet.org/cs/root/leftnav/research\\_and\\_stats/briefs\\_and\\_articles/briefs\\_and\\_articles](http://www.asanet.org/cs/root/leftnav/research_and_stats/briefs_and_articles/briefs_and_articles)

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Idealists v. Careerists: Graduate School Choices of Sociology Majors	2009	PDF
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Update 1: After the Fall: Growth Trends Continue		PDF
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As the national organization for sociologists, the American Sociological Association, through its Executive Office, is well positioned to provide a unique set of services to its members and to promote the vitality, visibility, and diversity of the discipline. Working at the national and international levels, the Association aims to articulate policy and implement programs likely to have the broadest possible impact for sociology now and in the future.

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The ASA Research and Development Department is responsible for developing and disseminating knowledge on sociology both as a discipline and a profession by collecting primary and secondary data, by building and maintaining databases, and disseminating findings in a variety of formats so that members of the profession to benefit can use them for research, policy, and planning purposes.

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