



MEMORANDUM

Department of Sociology
155103

April 26, 2010

To: Raymond Knapp, Chair
UCLA College Faculty Executive Committee

From: William Roy, Chair
Sociology Department

Re: Request for impacted status for high demand sociology courses

The Sociology department requests that the following courses be designated as "impacted":

Sociology 20: Introduction to Sociological Research Methods

Sociology 101: Development of Sociological Theory

Sociology 102: Contemporary Sociological Theory

Sociology 113: Statistical and Computer Methods for Social Research

Sociology 143: Human Health and Society

All sociology students must take Sociology 20, 101 and 102. Sociology 113 is one of two options for the statistical methods course requirement. Sociology 143 is an option for the Interactions and Social Processes Core requirement.

Explanation:

The Department has undertaken several strategies that address the demand for and the shortage of seats in our classes. On the demand side, effective Fall Quarter 2010 the sociology major will be considered impacted for transfer students and several requirements for entering the major have been approved. On the supply side, we have raised our per section enrollment from 20 to 25, increased more undergraduate courses from 75 to 150 students and clarified the teaching policy to encourage ladder faculty to teach the highest demand sociology courses. Designating these courses as "impacted" is another solution.

At the beginning of term nearly every sociology class has a full enrollment and full waitlist. By the end of every term many classes have had so many drops that they are below enrollment. Many of the students who drop do so not for some unavoidable problem but because they are unhappy with the mediocre but passing grade they expect to get. This creates demand for our classes in at least two ways. First, these students will have to retake these units. Second, these students will have prevented *other* students, who were on the waitlist, from taking the class. This is an especially severe problem for required courses where the student cannot merely substitute other units, but is excluded from a specific class that they need to graduate.

We expect that with declining faculty FTE (down about 30% over five years) and TA commitments, an already bad problem will become unbearable. To mitigate these problems, we think it imperative to make the required classes impacted so as to not let scarce seats in these classes go to waste.

Background information:

None of these courses satisfy General Education requirements.

Sociology 20, 101 and 102 are usually offered every quarter and tend to fill to and even over capacity.

Enrollment totals by quarter:

Course	F07	W08	S08	F08	W09	S09	F09	W10	S10
20	140	173	171	236	167	114/86	209	136/46	131
101	154/156	164	151	156	150/150	109	159	162/147	160
102		136/172	127/91	109	150	170	90	151	171

xx/xx if there are 2 sections offered

Sociology 113:

The Sociology 113/Statistics 112 requirement was added to the major Fall Quarter 2007. Sociology 113 was only offered during the summer until Fall Quarter 2009. This academic year we received Bridge funding to offer the course every quarter. Every time this course has been offered many students had to be turned away.

Summer 2008	Summer 2009	Fall 2009	Winter 2010	Spring 2010
58 (capacity 50)	73 (capacity 60)	82 (capacity 75)	86 (capacity 75)	90 (capacity 75)

Sociology 143:

Unlike the other classes for which we are requesting impacted status, Soc. 143 is not a required class, but is an option for the Institutions and Social Processes Core. However, Professor Nicky Hart, the primary instructor for this course, refuses to teach a large section of this course again unless it is designated impacted.

Professor Hart's statement:

"I have suggested that Sociology 143, and in the past for Sociology 101 which I often teach, should be impacted on the grounds of scarcity of seats in our sociology courses and in order to protect academic standards. The scarcity argument is obvious; typically I turn away 30-40 students who are desperate to enroll. Yet we allow students to drop this class following the first sign that they will not score a respectable grade. As far as academic standards go, I am aware of a tendency myself to lower expectations of students to encourage them to stay in the class, i.e. control the drop out rate. Frankly the standard of work at the C level in 101 is exceedingly bad and it is partly so because students do not have to try that hard, if you are at risk of failing, then drop the class. If the course is impacted, then students would have no choice but to give it their best shot and there is, moreover, a greater incentive to attend lectures. All in all, our lectures/ undergraduate teaching would have higher productivity."

This course was just added as a Core option this year and will probably be offered with more frequency; it will be offered again Winter 2011, if it gains impacted status.

Fall 2004	Winter 2007	Winter 2010
83	81	126

The following majors/minors have one or more of our proposed impacted courses listed as part of their requirements:

Afro-American Studies major (20, 101, 102, 113)

Afro-American Studies minor (101, 102, 113)

American Indian Studies (113)

Anthropology (101)

International Development Studies (101)

We contacted the advisors for those programs and they do not have any objections to our proposal.

Sociology 143 is listed as a course option for both the Civic Engagement minor and the Human Biology and Society Major proposal. However, we have submitted through CIMS a change to add mandatory requisites that neither of those programs require and therefore we have suggested to both programs that Sociology 143 be deleted as a course option.

In conclusion, we believe that these courses meet the criterion of *having high enrollment demands that deny qualified students enrollment because of limited resources.*

Course Offerings from Fall 2007 to Winter 2010

Sociology 20 Introduction to Sociological Research Methods

Term	Sec	3rd Wk Enroll	Enroll Cap	8th Wk Enroll	End of Term	Delta 3rd/EOT	% 3rd/EOT
07F	1	140	120	137	134	6	4%
08W	1	173	150	164	160	13	8%
08S	1	171	150	165	165	6	4%
08Su	1	37	55	0	34	3	8%
08Su	2	44	68	0	43	1	2%
08F	1	236	225	230	229	7	3%
09W	1	167	150	160	152	15	9%
09S	1	114	150	104	98	16	14%
09S	2	86	150	82	76	10	12%
09Su	1	61	100	0	53	8	13%
09F	1	209	225	207	200	9	4%
10W	1	136	150	134	129	7	5%
10W	2	46	50	44	37	9	20%

Sociology 101 Development of Sociological Theory

Term	Sec	3rd Wk Enroll	Enroll Cap	8th Wk Enroll	End of Term	Delta 3rd/EOT	% 3rd/EOT
07F	1	154	150	151	146	8	5%
07F	2	156	150	151	151	5	3%
08W	1	164	150	163	158	6	4%
08S	1	151	150	147	147	4	3%
08S	2	80	75	79	75	5	6%
08Su	1	135	140	0	131	4	3%
08F	1	156	150	139	139	17	11%
09W	1	150	150	145	140	10	7%
09W	2	150	150	146	146	4	3%
09S	1	150	150	150	150	0	0%
09Su	1	109	140	0	94	15	14%
09F	1	159	150	157	154	5	3%
10W	1	162	150	158	156	6	4%
10W	2	147	150	141	138	9	6%

Sociology 102 Contemporary Sociological Theory

Term	Sec	3rd Wk Enroll	Enroll Cap	8th Wk Enroll	End of Term	Delta 3rd/EOT	% 3rd/EOT
08W	1	136	150	132	125	11	8%
08W	2	172	150	170	170	2	1%
08S	1	127	150	122	120	7	6%
08S	2	91	75	90	90	1	1%
<i>08Su</i>	<i>1</i>	<i>134</i>	<i>160</i>	<i>0</i>	<i>128</i>	<i>6</i>	<i>4%</i>
08F	1	109	150	105	104	5	5%
09W	1	150	150	146	145	5	3%
09S	1	170	150	166	166	4	2%
<i>09Su</i>	<i>1</i>	<i>89</i>	<i>160</i>	<i>0</i>	<i>88</i>	<i>1</i>	<i>1%</i>
09F	1	90	150	78	73	17	19%
10W	1	151	150	148	148	3	2%

Sociology 113 Statistical and Computer Methods for Social Research

Term	Sec	3rd Wk Enroll	Enroll Cap	8th Wk Enroll	End of Term	Delta 3rd/EOT	% 3rd/EOT
<i>08Su</i>	<i>1</i>	<i>58</i>	<i>50</i>	<i>0</i>	<i>57</i>	<i>1</i>	<i>2%</i>
<i>09Su</i>	<i>1</i>	<i>73</i>	<i>60</i>	<i>0</i>	<i>67</i>	<i>6</i>	<i>8%</i>
09F	1	82	75	80	79	3	4%
10W	1	86	75	83	82	4	5%

Sociology 143 Human Health and Society

Term	Sec	3rd Wk Enroll	Enroll Cap	8th Wk Enroll	End of Term	Delta 3rd/EOT	% 3rd/EOT
<i>09Su</i>	<i>1</i>	<i>30</i>	<i>120</i>	<i>0</i>	<i>27</i>	<i>3</i>	<i>10%</i>
10W	1	146	150	127	126	20	14%

Summer offerings are italicized since they are not subject to impacted status, teaching format is lecture only (no discussion sections) and often are taught by graduate students.