SOCIOLOGY FACULTY IN TEXAS PUBLIC COMMUNITY COLLEGES: AN EXPLORATION IN THE SOCIOLOGY OF TEACHING

DISSERTATION

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By

James King Semones, III, B.S., M.A.

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The research problem was to develop a comprehensive, descriptive profile on full-time sociology faculty employed by public community colleges in the State of Texas in terms of demographic characteristics, academic and professional preparation, and teaching and other professional practices.

A forty-three item questionnaire was sent to the population under investigation. By November of 1982, eighty-two (80.4 percent) of the 102 instructors contacted had responded.

The following conclusions were drawn from the findings.

1. The instructors were predominently White, protestant, male, and married.

2. The majority (64.6 percent) had tenure.

3. The mean age of the teachers (42.8 years) was older than average ages found in previous research which is perhaps indicative of fewer employment opportunities for younger teachers.

4. The recruitment trend of hiring community college sociologists primarily from graduate school and college teaching occupations had continued.

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5. The instructors were qualified to teach at the community college level using the standards of graduate degrees and sociology credit hours earned.

6. The respondents had prepared themselves for a "teaching" career at a community college as contrasted with the "research" training of the university professor.

7. The instructors were diverse in academic backgrounds.

8. The findings concerning teaching and other professional practices of the teachers was consistent with previous research in most respects. As an illustration, lecture and discussion were the most prevalent instructional approaches.

9. The majority (57.3 percent) did not use a particular sociological perspective or perspectives in instruction which indicates an eclectic teaching style or perhaps a deficient background in sociological theory.

10. The teachers were diverse in specific teaching styles as evidenced by such indicators as teaching methods, teaching techniques, testing measures, instructional goals, and text sources used.

11. The instructors appeared to identify with the professional model of "educator" rather than "sociologist" as evidenced by their greater degree of participation in teaching organizations as compared to sociological organizations.

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CHAPTER I

INTRODUCTION

The American two-year college has undergone tremendous change since its inception almost 150 years ago. The first two-year colleges in America, such as Monticello College founded in 1835 and Susquehanna University established in 1858, were private institutions with roots traceable to the medieval European university (1, p. 25). With the onset of the twentieth century, however, public two-year colleges began to appear largely as a consequence of the emerging public school and university movements (5, p. 2). By 1921 there were 70 public and 137 private two-year postsecondary institutions, which the newly formed American Association of Junior Colleges defined a year later as junior colleges "offering two years of instruction of strictly collegiate grade" (20, p. 52).

From the 1920's onward, the concept of the two-year college continued to change. The period from 1920 to 1945 was characterized by an increased emphasis on "occupational education" partly as a result of the Great Depression, which spawned the need for clearly defined vocational training programs (13, pp. 11-12). The concept of the junior college as a "community college" began to flourish between 1945 and

1965 as the number of public supported institutions dramatically increased and a third curricular component, adult education and community service, was added (20, p. 55).

The recent history of the two-year college, from 1965 to the present, has been characterized chiefly by the consolidation of three curricular elements; academic programs offering the first two years of college study, vocational-technical programs, and adult continuing education and community service programs. These three areas have come to represent the basic cornerstones for an institution seen today as the comprehensive community college (13, pp. 14-16).

Today, there are over 1,250 community colleges in the United States with student bodies ranging from approximately 100 to more than 30,000 students. The overwhelming majority, approximately 80 percent, are public supported institutions (5, p. xv). These American lower-division colleges currently enroll an estimated two-thirds of all students attending their first year of college and about one-third of all undergraduates (14, p. 111). According to the American Association of Community and Junior Colleges, this translates into about 5 million students who register for the fall term (5, p. 33).

As compared with the four-year college or university and its research orientation, the community college is a

teaching institution. With its defined role as a community-based college and the responsibility for providing comprehensive educational services to a heterogenous population of all age groups, the efficient and effective delivery of instructional services is of primary importance. Consequently, to quote the Chairman of the Board of Directors for the American Association of Community and Junior Colleges, "faculty are recognized for their special competence in teaching, and the lack of a Ph.D. is no longer a handicap" (6, p. 35).

Sociology is one of the many academic subjects taught in community colleges. Hill (12, p. 44) reports that approximately one million students are enrolled in the 28,000 sections of sociology offered each year in two-year colleges. These students currently account for at least 40 percent of all course enrollments in this field (10, p. 6). In addressing the current state of sociology in public, two-year colleges, Stein comments as follows:

> The community colleges, for instance, might be viewed as the bottom of the academic hierarchy by some, but these institutions are assuming an ever-increasing role in undergraduate instruction, particularly at the entry level. Therefore, even faculty in exalted settings have a vested interest in knowing more about these colleges and the problems of being a teaching sociologist. The strengthening and supporting of the boundaries of sociology in community colleges may be the single most important contribution that can be made by the discipline to insure that sociology is always taught by sociologists in departments of sociology (18, pp. 22-23).

Given the teaching emphasis of today's public, two-year colleges, one might expect that a tremendous amount of research has been generated on college faculty employed by these institutions. Since the teacher is the primary element in the delivery of instructional services, research on teachers themselves offers an important point of departure in understanding the nature of "teaching." Information on such individuals, however, is limited. Although organizations such as the American Association of Community and Junior Colleges and the Center for the Study of Community Colleges have sponsored some research on course curricula and college faculty in general, very little research has been completed on teachers in specific subject areas. Consequently, "no one knows how good or how poor community college instruction is" (16, p. 272).

Gustad says,

> There is a considerable body of folklore about college teachers and a small but growing body of research. The folklore is interesting and sometimes informative; the research is informative and sometimes interesting. What we really know however is a mere pittance compared with what we ought to know (8, p. 54).

While the state of knowledge on two-year college teachers in general is far from complete, detailed information on community college sociology faculty has been almost nonexistent. In a 1958 article entitled "Problems for Research in Teaching Sociology," Brookover and D'Antonio

comment as follows: "Although sociologists have investigated many other occupational roles including college professors in general, the writers know of no analysis of sociologists as teachers" (3, p. 413). Since that time, only a half-dozen or so studies directly related to community college sociology teachers have been revealed by a search of the literature (2, 7, 12, 14, 15, 19). In describing such research, McCormick makes the following observation:

> Unfortunately, with few exceptions, most of the data accumulated on two-year college sociology instructors are obsolete, segmental, and/or indirect in source, garnered from either official records or questionnaires completed by college administrators (14, pp. 111-112).

The study discussed in this volume was directed at helping to fill the void concerning the state of knowledge on community college sociology teachers and their practices. Specifically, this research focused on the development of a comprehensive, descriptive data-base on a specified target population of such sociology instructors.

Statement of the Problem

The problem of the study was to develop a comprehensive, descriptive profile on full-time sociology faculty employed by Texas public community colleges regarding specified characteristics in the following categories: demographic characteristics, academic and professional preparation, and teaching and other professional practices.

Purposes of the Study

The purposes of the study were to determine

1. the basic demographic characteristics of the population under investigation as well as information relating to both previous occupation and place of residence prior to employment and current employment classification;

2. the academic and professional preparation of the target population in terms of earned degrees, areas of preparation and specialization, current pursuit of additional education, plans for additional education, research and publication, teaching experience, and courses taught; and

3. the teaching and other professional practices employed by the research population in regard to teaching methods, teaching techniques or tools, theoretical perspectives in sociology used in instruction, weekly workload, instructional goals, student evaluation, text materials used, and membership and participation in professional organizations.

Research Questions

Based upon the problem of the study and its purposes, specific research problems were stated in the form of questions to be answered. These research questions were divided into three main categories which corresponded to the three purposes of the study. Category one concerned

itself with the demographic characteristics of the population under investigation. Category two focused on the academic and professional preparation of the target group. Category three addressed the teaching and professional practices of the population that was studied. The research questions related to these categories are herein specified.

Category One: Demographics

With regard to the population under investigation,

A. What were its age, sex, racial or ethnic, marital, and religious characteristics?

B. How were its members employed when hired by the current employing institutions?

C. Where were its members residing when hired by present employers?

D. What were its characteristics regarding current employment classifications (e.g. temporary, probationary, or tenured)?

Category Two: Academic and Professional Preparation

In relation to the population being studied,

A. What were its characteristics in terms of earned degrees, areas of specialization as shown by majors and minors, research and publication, number of undergraduate and graduate semester hours earned in both sociology and professional education courses, current pursuit of course

work and degrees in sociology and education, and plans for future course work and earned degrees.

B. What were its characteristics in terms of years of teaching experience in public schools, community colleges, and senior-level institutions?

C. What were its characteristics regarding the number and type of courses taught by its members at the college level both in the present and in the past?

Category Three: Teaching and Other Professional Practices

With regard to the population being investigated,

A. What teaching methods were being used by its members and what were the average percentages of course time devoted to them?

B. What teaching techniques or aids were being used by its members and to what extent?

C. What theoretical perspectives in sociology were being used by its members in course content presentation and to what extent?

D. What was the average weekly workload of its members in terms of (1) the total number of hours worked each week and (2) the relative amount of time devoted each week to classroom student contact, contact with students outside the classroom, grading examinations and papers, course preparation, work on college committees, professional reading and writing exclusive of course preparation, sponsorship

of extracurricular activities, and other work-related activities?

E. How did its members evaluate students in regard to the use of grading reward structures, grading formats, and testing measures?

F. What were the various instructional goals of its members (rated as absolutely essential) and what were their relative percentage rankings in terms of emphasis?

G. What types and amounts of text material were being used?

H. What was its level of membership and participation in professional organizations?

Significance of the Study

Although Cohen states that "the junior college, above all, is a teaching institution" (4) and, in Gleazer's words, "an inescapable obligation of our profession is a concern for the preparation of junior college teachers" (9), comprehensive profile information on two-year college instructors in specific teaching fields has remained relatively incomplete. This has been especially true in regard to the state of knowledge on community college sociology faculty.

The study discussed here was significant for the following reasons.

1. It has resulted in the development of a comprehensive, descriptive profile on a geographically defined population of community college sociology faculty. Until now, what little information developed on such faculty either has become outdated or has been very limited in scope.

2. It has provided data to the sociology profession in general and community college sociologists in particular which could be used to facilitate increased understanding of the specific professional characteristics and training needs of such faculty.

3. It has furnished a methodological model for research on two-year sociology faculty at the national level and possibly for descriptive studies needed on other types of community college faculty.

4. It has provided two-year college sociologists in Texas with a greatly needed data-base on themselves which could serve to encourage communication, self-assessment, and professional growth among such faculty.

5. It has provided both data and a preliminary methodology toward the further establishment of a sociology of teaching.

Limitations

This study was subject to all the limitations characteristic of the mailed questionnaire technique of data collection (11).

Basic Assumptions

It was assumed that the subjects of the study would answer the survey instruments honestly and completely. It was further assumed that, based upon a pilot study and subsequent modifications, the primary instrument possessed sufficient validity and reliability for the nature and purposes of the study.

Definition of Terms

The following terms, which had application to the study, have been defined for the purpose of clarification.

1. Community colleges--were all two-year public institutions within Texas that offered post-secondary courses of study leading to the Associate of Arts and the Associate of Science degrees.

2. Sociology faculty--were all full-time instructors employed by public community or junior colleges within Texas who taught sociology as their primary job responsibility.

3. Sociology of teaching--refers to an emerging subfield within the sociology of education which seeks to describe and ultimately explain teachers as a professional group and subculture and teaching as a dynamic interactive process between the director and recipients of learning.

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CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose here is to present a review of the literature relevant to the problem of the study. An overview is offered first in order to acquaint the reader with the nature and scope of the discussion to follow.

An extensive search for information pertinent to the study was conducted from February until July of 1982. This inquiry included correspondence with prominent writers in the sociology of teaching field, standard reference sources in both education and sociology, and two computer searches: one conducted by the Educational Resource Information Center or ERIC, and the other by the University Microfilm DATRIX Service. The literature revealed that very few studies had been conducted on two-year college instructors of sociology and none that focused specifically on such faculty in Texas.

For the sake of clarity, the information that follows is divided into four general categories. First, there is a brief historical summary of how sociology as a discipline has regarded teaching both as a professional activity and as a subject for scholarly investigation. This is followed

by a discussion of the research available on the demographic characteristics of community college faculty in general and sociology teachers in particular. Next in sequence is a brief synthesis of the literature pertaining to the academic and professional preparation of such teachers. The last topic discussed pertains to the teaching and other professional practices of these faculty members.

The Sociology of Teaching

The sociology of teaching was a much neglected area of investigation within the discipline of sociology until the late 1960's and early 1970's (75, p. 19). As an illustration, a search of the literature revealed only two citations with "the sociology of teaching" in the title: one a book published by Waller in 1932 and the other a 1977 journal article by Rhoades and Mauksch (155, 190).

With regard to the teaching of sociology in particular, sociologists between 1895 and 1970 published an estimated 200 to 250 articles and books related to this professional activity. However, the majority tended to be discursive essays on issues and problems of sociologists as teachers rather than investigative efforts to gather systematic data on teachers and teaching. The one notable exception to this trend was the valuable group of curriculum studies on college sociology carried out by Tolman in 1902, Bernard in 1908, 1917, and 1944, Chapin in 1910, Kennedy and

Kennedy in 1942, Podell, Vogelfanger and Rogers in 1959, and Sibley in 1967 (180, 9, 10, 11, 28, 104, 148, 163).

If teachers represent a social group as well as a profession, and if teaching represents, among other things, an interactive process between the director and recipients of learning, how is it then that these areas have traditionally escaped the purview of scientific sociology? The literature suggests a few possible clues.

To begin, teaching in general is rarely regarded as a high status activity in American society. Most everyone is familiar with some variation of the following statement by Shaw: "He who can, does; he who cannot, teaches" (55, p. 10). Teachers tend to be defined accordingly (140, p. 143).

While college teachers are somewhat insolated from this characterization due to their identification with research, they nonetheless teach as a fundamental part of their academic role. Marshall states that teaching in academia has traditionally been viewed as a second-class activity "practiced as a secret rite behind closed doors and not mentioned in polite academic society" (117, p. vii). In light of the inferior status of teaching, Mauksch maintains that the concept of minority group is applicable to college teachers, particularly those who identify with the teaching function to a greater degree than with expanding the frontiers of knowledge.

He elaborates as follows:

> The qualities which characterize the subordinate caste are typically considered to be inborn and innate, while qualities which provide status in the dominant group are always achieved. This has been applied to the Negro, the female, and is also applied to the teacher whose qualities are usually couched in terms of native talent. Persons are trained as researchers but are born teachers. Until teaching is perceived and recognized as an acquired skill, until teachers have their own sense of community, the status of teachers will not have subcultural autonomy in the academic community (119, pp. 3-4).

There is some indication that sociologists, at least traditionally, have accepted the idea that research skills are acquired while teaching skills are inborn (7). Goldsmid reports that some sociologists appear to "take an unusual position for sociologists: that teaching and learning are not amenable to scientific explanation and prediction. Teaching is seen as an unfathomable art to which there are few if any rules" (71, p. 237). Dynes, a recent Chief Executive Officer of the American Sociological Association, concurs with this assessment: "Sociologists, in keeping with their disciplinary orientation, have traditionally assigned the highest value to research activities. Considerably less value has been assigned to teaching, which has been considered an art rather than a science" (52).

It also appears that the professional socialization of sociologists as academicians, reinforced by a university system that rewards research while largely ignoring teaching, has resulted in a value orientation in which "research

is a superior enterprise; teaching inferior" (75, p. 26). One indicator of this can be observed in the content of graduate training for aspiring sociologists, most of whom will probably spend their professional lives teaching at the college level. Although a few schools such as the University of Connecticut, California State University, and the University of North Carolina offer at least one teacher preparation course to their students (42, 49, 194), the majority do not (171).

King, in assessing this condition, argues that

> graduate training must contain an exposure to teaching. Otherwise, young professionals assume that such an activity is not important. Exposure to teaching in graduate school would legitimate the area as a research concern, thus allowing scientific analysis, which would increase the prestige of teaching. Given the existing system, teaching without research will remain in its present inferior status. If we believe a sociologist is a scientist, then not subjecting a social activity to scientific scrutiny is adhering to an ideology, and not a scientific perspective. Furthermore, if teaching reform advocates want institutional change, they must deal with teaching as a science (105, p. 22).

The call by some sociologists for a more scientific orientation toward teaching has resulted in a groundswell of activity within the American Sociological Association since the early 1970's, which has been aimed at the establishment of a sociology of teaching (52). This relatively new orientation, which some have termed a "social movement" within mainline sociology (153, p. 372), has manifested itself in several ways. First, the journal Teaching

Sociology was established in 1973 which, according to its policy statement, aimed at contributing "to the recognition of the teaching function as an important part of the academic profession" (174).

In 1974, the Project on Teaching Undergraduate Sociology became operational under the auspices of the American Sociological Association (114). Among its many contributions have been the establishment of the following: Teacher Development Workshops held at colleges throughout the United States, a Teaching Resource Center established at Oberlin College, the development of a Teaching Resources Group to provide consultation services to sociology departments, the initiation of a Teacher Information Exchange, and the publication of a periodical called the Teaching Newsletter (114, 154).

As a consequence of these innovations, both the teaching of sociology and the sociology of teaching have begun to emerge as valued professional and scholarly endeavors. One indicator of this trend can be seen in the recent proliferation of literature related to the teaching of sociology. An examination revealed that, between 1975 and 1979, 309 such articles were published (72, 74, 76, 77). This was followed by eighty-four sources and seventy-one citations in 1980 and 1981 respectively (78, 79). In addition, 1979 was a year characterized by the completion of the first doctoral dissertation on community college sociology

teachers (132) and, in 1980, the first book devoted solely to teaching college sociology was published (75).

Demographic Characteristics

A prominent source for demographic data on community college teachers in recent years has been the Center for the Study of Community Colleges based in Los Angeles, California. In 1975, this organization conducted a nation-wide study on 1,493 two-year college faculty in the humanities and social sciences. Approximately 67 percent of the respondents were male and 33 percent were female. In terms of age distribution, the five largest cohorts were 26 to 30, 12.1 percent; 31 to 35, 20.3 percent; 36 to 40, 16.2 percent, 41 to 45, 13.1 percent; and 46 to 50, 13.8 percent. Racially speaking, 90.6 percent were White or Caucasian, 2.6 percent were Black or Afro-American, and 1.9 percent were Mexican-American or Chicano. In summary, the data revealed that the typical two-year college teacher in the humanities and social sciences was a white male between twenty-six and forty years of age (35, p. 136).

Two terms best describe most of the available demographic data on sociology faculty in two-year colleges; scarce and outdated. The first widely published information of this nature relates to a 1964 study by Stoddard on seventeen teachers in Iowa. The demographic findings of this research are summarized as follows: "Four of the

seventeen are under 31 years of age and nine are 48 or older, suggesting that junior colleges might be the receptacle of the very new, or the older teachers" (172, p. 132).

In 1971, Davenport conducted a study on community college sociologists that yielded some demographic data. This research involved a survey of sixty-one teachers in ten southern states. The results showed that 71.2 percent of these teachers were Protestant and 78.7 percent were White. In regard to age, sex, and marital status, 91.8 percent were under 40 years of age, 70.5 percent were male, and 73.5 percent were married (43, p. 12).

The only recent data of a demographic nature on community college sociology faculty is provided by McCormick's 1979 study of professional linkages maintained by such teachers. This study, involving a sample of 100 instructors employed by 82 colleges located in 30 states, shows that 86 percent of such teachers are Caucasian, 75 percent are male, and 60 percent are under 40 years of age. Although this information is fairly up-to-date, McCormick admits that his sample is too widely dispersed and small to be truly representative, and that more research is needed (121, pp. 114, 125).

One important demographic item related to community college sociologists is the type of employment such individuals participated in when hired for their present

job. Were such faculty recruited primarily from the public schools, other two-year colleges, four-year institutions, graduate schools, or other occupations? A search of the literature revealed that no hard data of this nature was available on sociology teachers.

The literature does show that the recruitment sources for community college faculty in general have changed dramatically during the last couple of decades. In 1960, for example, Medsker (127, p. 172) reported that more than 64 percent of two-year college faculty had come from elementary and secondary public schools. By the 1960's, however, recruitment sources were beginning to change significantly with larger and larger numbers of these teachers being recruited from other sources (68, pp. 113-114).

During the 1970's, it became readily apparent that the public schools were declining in influence as a recruitment source for community college instructors in general. In 1971, Medsker and Tillery (128, p. 89) reported that about one-third of these teachers came from public schools, 22 percent from graduate schools, 11 percent from senior colleges, and 10 percent from business and other occupations (128, p. 89). Cohen and Brawer reported recently that these trends continued throughout the past decade and that, "as the number of newly employed instructors declined in the 1970s, the proportion of instructors with prior

secondary school experience declined with it. More were coming from graduate programs, from the trades, and from other community colleges" (34, p. 76).

Another important item of demographic information is related to the geographical source of recruitment for sociology instructors. Were these teachers employed from the local community and surrounding state or region, or were they hired primarily from a national pool of such professionals? A search of the literature did not reveal any available, hard data of this nature.

Both the financial exigencies facing community colleges today and the current state of the academic labor market have made conjecture difficult regarding the recent geographical focus of faculty recruitment. In contrast to the 1960's when two-year colleges were opening at the rate of about one a week, student enrollments and funding have now leveled off. The number of job openings for community colleges have declined accordingly. Fiscal limitations have forced many institutions to limit faculty employment to starting salary levels, which has mitigated against attracting the best qualified people from a national applicant pool (38, p. 37).

From another standpoint, however, the overproduction of scholars with master's and doctoral degrees by American graduate schools has created a buyers market for college teachers. Recently graduated academics have found

themselves forced to consider significant geographical moves and much lower than expected salaries in order to gain employment (39, p. 25). The overproduction of sociologists with doctoral degrees has resulted in a situation in which, "given current academic market trends, more Ph.D's in sociology will probably be seeking and taking positions on community college faculties" (170, p. 28).

A final demographic characteristic of community college sociologists to be considered is their faculty employment status. Are most of these faculty tenured, probationary with a tenure track, or temporary with a one-year appointment only. Although the literature reveals no data of this nature on sociology teachers, statistics complied for two-year college faculty as a whole show that about 73 percent are now tenured (197, p. 189). Cosand attributes this condition to decreasing enrollments of traditional students, which are "causing the elimination of younger teachers without tenure" (39, p. 10).

Academic and Professional Preparation

The master's degree in the teaching field consistently has been regarded as the primary credential for two-year college teachers, according to research carried out during the past several decades (34, pp. 76-77). In a 1963 study, Wattenbarger (59, p. 2) reported that approximately 77 percent of such faculty had master's degrees and about

12 percent possessed the doctorate. Graybeal (82, p. 2) reported in 1970 that 49.9 percent of such teachers had earned master's degrees, 27.7 percent had a master's plus one year, and 6.2 percent had doctorates. The research reported by Day (44) in 1974 showed that 54 percent of two-year college faculty had a master's degree and about 9 percent possessed a doctorate. Data gathered since that time by other researchers have shown similar results (34, p. 77).

Information on the academic preparation of community college sociology faculty has been available from only a few sources. Sibley (164, pp. 44-62) reported in 1967 that upper division colleges and universities employed 73 percent of all doctorate level sociologists and only a very small proportion of those remaining were teaching in two-year institutions. In 1971, Booth (20, p. 20) commented that the master's degree in sociology was the acceptable level of training for two-year college sociologists. Davenport's (43, p. 18) 1971 study of community college sociology faculty in the south found that 49.2 percent had earned the master's degree, 36 percent had the master's degree plus additional courses, and 6.6 percent had obtained the doctorate.

In 1979, Mobley conducted a doctoral dissertation study on the academic preparation of community college

sociologists in ten southern states. His samples consisted of fifty-five full-time sociology instructors and 183 other full-time instructors who taught at least one sociology course. Among the fifty-five full-time sociology faculty whose academic preparation was determined, 74.5 percent had earned the master's degree, 9 percent had obtained the master's degree plus additional coursework, and 16.5 percent held the doctorate (132, p. 66).

A relatively new factor in the academic preparation of two-year college faculty has been the development and implementation of alternate graduate programs, particularly at the post-master's level, which have been designed specifically to prepare the undergraduate college teacher. The University of Miami, for example, has developed the Diplomate in College Teaching degree as an intermediate credential between the master's and doctorate (12). In the 1970's both the Council of Graduate Schools and the Carnegie Commission on Higher Education were promoting the Doctor of Arts degree as an alternative to the research oriented Doctor of Philosophy degree (34, pp. 77-78). By the 1970's, sixty-eight institutions were "launching, developing, or considering the possibility of developing Doctor of Arts degree programs" (54, p. 33). As an example of a third alternative, North Texas State University for several years has offered both Doctor of Education and Doctor of Philosophy degrees with a major in college teaching (137).

To what extent have two-year college faculty and, in particular, community college sociologists manifested such alternatives in their academic preparation? Cohen reported in 1977 that about 7 percent of a national sample of humanities instructors planning doctoral work were interested in the Doctor of Arts degree. However, the fact that about 34 percent of these instructors were interested in the more traditional Doctor of Education or Doctor of Philosophy programs (35, p. 143) appeared to indicate either a lack of information or a lack of interest in such an alternative degree structure. Mobley's (132, p. 88) 1979 study on two-year college sociologists showed that, among those pursuing doctoral degrees, the majority were pursuing traditional degrees and only 7 percent indicated a major in college teaching.

The available information on such aspects of preparation for community college sociologists as undergraduate and graduate majors, minors, numbers of sociology courses, and numbers of education courses has been very limited. The literature revealed only two sources of such information: Davenport's 1971 study and the research by Mobley eight years later. Davenport found that a significant number of sampled instructors had a weak college background in sociology as indicated by undergraduate and graduate majors, minors, and numbers of sociology courses.

Approximately one-third of the instructors surveyed had no more than eight sociology courses including both undergraduate and graduate levels and, "of the total number of majors and minors indicated by the respondents, only 25 percent were in the area of sociology" (43, p. 20).

Mobley's 1979 data was somewhat more encouraging although not without its negative aspects. This study found that 65.5 percent of the teachers surveyed had completed twenty-five or more undergraduate semester hours in sociology and 75.5 percent had finished twenty-five or more graduate semester hours in their subject field. While the majority had an adequate course work background in their teaching field, a significant minority were somewhat deficient in this respect (132, pp. 92-97). However, approximately 22 percent of the instructors sampled were pursuing a doctorate, with about one-half majoring in sociology and another one-fourth minoring in this field (132, p. 85).

Since community colleges are teaching institutions, how much preparation has been obtained by sociology teachers in education courses at both the undergraduate and graduate levels? In this regard, only one source of data was found in the literature. Mobley's study showed that, although approximately one-half of the chief academic officers sampled had recommended thirteen to thirty-six graduate

semester hours in education courses for community college faculty, about 69 percent of the surveyed sociology teachers had completed zero to twelve hours in such courses (132, pp. 57, 79).

Another aspect of professional preparation is related to the extent to which two-year college sociologists have engaged in research and publication. The teaching emphasis of the community college has not encouraged the research and publication function so endemic to the four-year college and university. As a result, this issue has largely remained a minor consideration in the literature on two-year college instructors. In regard to sociology faculty, available data have indicated that only about one-fifth of such teachers engaged in sociological research (43, p. 36).

Prominent educators have long regarded teaching experience as an important factor related to the professional preparation of community college instructors (33, 39, 42, 75). Data gathered on sociology teachers a decade ago revealed that 67 percent had only one to five years of teaching experience in sociology. About 31 percent of these teachers acquired their experience from two-year colleges only, 34 percent from two-year colleges and public schools, and 23 percent from two-year colleges and senior institutions (43, p. 27). More recent information of this nature was not found in the literature.

A final aspect of preparation emphasized here is related to the types and numbers of sociology courses taught by such instructors both in the past and present. The literature revealed no data concerning similarly defined past experience. For example, how many sections of Introductory Sociology have two-year college sociologists taught during their careers? The only available data are related to the present practices of such teachers. This research, conducted by Davenport a decade ago, found that about 43 percent of the teachers sampled were teaching only Introductory Sociology and about 2 percent were teaching only the Marriage and the Family course. The data also revealed that about 18 percent of the instructors were teaching both Introductory and Marriage, 23 percent were teaching both Introductory and Social Problems, about 2 percent were instructing in both Marriage and Social Problems, and about 7 percent were teaching in Introductory, Marriage, and Social Problems (43, p. 38).

Teaching and Other Professional Practices

Since this section of the literature review is much more detailed and lengthy than those previous, from the standpoint of the number of topics and subtopics discussed, a listing of the major topics to be addressed is necessary for the purpose of clarity. These topics are (1) Teaching Methods, (2) Teaching Techniques, (3) Sociological Perspectives Used in Instruction, (4) Workload, (5) Student

Evaluation, (6) Instructional Goals, (7) Text Materials Used, and (8) Membership and Participation in Professional Organizations.

Teaching Methods

Before a delineation of different teaching methods is begun, it is important to discuss three related issues: The best or most preferable teaching method or methods, the problems inherent in method definition and categorization, and finally, the issue of single versus multiple teaching modalities.

To begin, the literature has shown very clearly that, given the current state of scientific knowledge on teaching, there has been no demonstrated "best" instructional method or group of methods. In 1968, Eckert and Neal commented on various teaching approaches by stating that "recent studies of teaching methods and materials have, like their predecessors, yielded no clearcut evidence of the superiority of any one approach" (56, pp. 82-83).

Two University of Oregon researchers, Dubin and Taveggia, have examined ninety-one published studies on college teaching methods conducted between 1924 and 1965. Their conclusion is that "these data demonstrate clearly and unequivocally that there is no measurable difference among truly distinctive methods of college instruction when evaluated by student performance on final examinations" (50, p. 35).

More recently, Walberg has stated that research on teaching

> has consistently concluded that different teaching methods make little or no difference in student learning and attitudes. These conclusions apply to television and traditional instruction, team teaching and ordinary teaching, teaching in large and small classes, homogeneous and heterogenous groups, core and traditional curricula, lecture classes and discussion classes, teacher-centered and group-centered approaches, in small school with indifferent facilities and large schools with lavish facilities. Thus, it has proven impossible to specify instructional activities which optimize the general performance of students (189, p. 562).

Studies dealing specifically with different teaching approaches in sociology show similar results. Halvorson, for example, has compared the cognitive, systems-analysis approach to teaching Introductory Sociology with the traditional lecture-discussion method. He concludes that "it is apparent from this study that the systems-analysis does not produce a significant improvement in retention of objective knowledge of sociology" (87, p. 16).

A second issue related to teaching methods is the problem of definition and classification. Educators are not in agreement regarding either specific definitions of specific teaching methods or how they are categorized. Gilliam, in speaking to this issue, states that,

> Whether it be "The Dalton Plan," Core Curriculum, discovery method, team teaching, I.G.E., national assessment, behavioral objectives or the current rage competency-based education, there is always some nostrum which will cure the educational ills of the nation and bring the American people to an

> educational milennium. . . . What does competency-based education mean in practice? Talk to ten educators and you are likely to get ten different views, some widely differing. One of the problems with fads, though they contain the seeds of needed and significant educational reform, is that they are often so ill-defined as to diminish what could be an effective change.
>
> . . . . . .
>
> Panaceas are rarely abolished after they have had their run of popularity. . . . Usually, a new fad is simply laid on top of the old fad; rarely is there a decent funeral (65, pp. 65-67).

A third concern relating to teaching methods is the issue of single versus multiple teaching methods and techniques. Should the instructor concentrate on becoming a master at the implementation of a single teaching approach or should he or she sacrifice depth for breadth by opting for the flexibility inherent in the use of a diversity of teaching styles?

The literature suggests that the most effective college instructors make use of a variety of different teaching methods. Baker and Behrens assert that "the major problem a teacher has in lecturing to large classes is insufficient flexibility to accommodate the diverse interests and abilities of students [and that] . . . diverse teaching modalities need to be built into every introductory teaching section" (6, p. 312).

Community college students have much more diverse characteristics and backgrounds than students attending senior-level institutions (170, p. 29). Given this fact, Bradford states that "the use of multiple teaching approaches

can not only enhance the class' interest level but can also take into account the diverse needs of class members" (23, pp. 53-54). Another writer suggests that aspiring college teachers "be required for a period to try out different teaching styles" (122, p. 219).

The literature revealed seven major types of teaching methods that are representative of instructional approaches in general use by contemporary college faculty. These methods, listed in their sequence of presentation, are the lecture method, discussion method, team teaching approach, small groups method, individualized instruction approach, experiential learning approach, and integrated use of multimedia approach.

This list does not pretend to represent an exhaustive or definitive classification system of teaching methodologies. Rather, its primary purpose here was to serve as a heuristic device through which to determine the general methods used by the population which was investigated.

The lecture method, which involves a prepared oral presentation to a class by an instructor, has traditionally been the most prevalent teaching method and remains so today. It is a very efficient approach from the standpoint of presenting a maximum amount of course content in a designated amount of time. It also allows the instructor maximum control in determining course content organization,

direction, and pace. Consequently, it may be a good approach for the beginning instructor (183, p. 37).

It is not without problems and shortcomings however. The literature revealed that good lecturers are relatively rare, student attention spans are often shorter than the length of the class period, student-teacher interaction is often very minimal, and the passive nature of learning for students exposed to this approach may mitigate against effective learning (22).

The discussion method, which involves both teacher-student and student-student interaction regarding course content, is another popular teaching approach. It is often used in conjunction with the lecture method. Data from research on science and social science instructors compiled in 1978 show that discussion is the second most popular teaching approach. In this research, approximately 81 percent of the teachers reported using this method during 18 percent of the class time as compared with 94 percent of the instructors who spent 48 percent of the class period presenting lectures (34, p. 154).

In terms of advantages, this approach facilitates the development of verbal communication skills among students and encourages a more active involvement in the learning process than is provided by the lecture. On the negative side, disadvantages may include domination of discussion

by one or a few students and irrelevant discussion on unrelated topics that waste valuable class time (36, pp. 41-43).

Team teaching is an instructional approach used by some educators. It involves a sharing of the planning, teaching, and evaluation aspects of a course by two or more instructors. Sometimes team taught courses use an interdisciplinary approach in which instructors in two or more fields lend their respective expertise to the course content. One advantage of this approach is exposure of students to teachers with different perspectives which may enrich learning. Other advantages include greater flexibility in the presentation of course content and the stimulation of professional growth by the teachers involved. Disadvantages include higher educational costs, possible conflicts between team members, and complexity of course organization and presentation that, if handled poorly, may confuse and alienate students (5; 102, pp. 49-51; 113).

Another teaching method, variously described by educators in such terms as grouping, buzz grouping, clustering, and peer teaching, is the organization of students by the instructor into small groups. This process of grouping or clustering may be defined as "an active group exchange and/or interchange of three or more people that center their attention around a particular objective" (108, p. 205).

The group objective may be any one or a combination of things such as defining a group of concepts within one class period or completing a group project over the course of a week or semester. The use of small groups facilitates peer learning, the development of verbal communication skills, and the development of a sense of belonging by the student. Such an approach may result in a loss of focus, however, if the groups are not properly monitored by the instructor (70, 145, 191).

Individualized instruction is a teaching approach which incorporates a wide variety of techniques, structures, and aids that give students some choice as to learning goals and the means through which they may be achieved. There are dozens of different techniques and structures that are commonly regarded as forms of individualized instruction. Melton, in summarizing these strategies says that "at one end of the spectrum is the Keller Plan type of approach, offering students very limited freedom of choice, while at the other end is the Independent Study type of approach offering students the greatest degree of freedom" (129, p. 403).

The more restrictive forms of individualized instruction, from the standpoint of student input in determining learning objectives, are characterized by "unit mastery, self-pacing, and linear sequencing of units" (129, p. 404)

which are clearly defined and specified by the instructor. The most restrictive of all are variations that many educators refer to as competency-based instruction. These forms require the use of behaviorally defined objectives and normally involve the steps of pretest, learning rationale, stated learning alternatives, posttest, and immediate or quick feedback (97, pp. 56-57).

Other forms of individualized instruction, which may or may not include behaviorally stated learning objectives, are variously known by such names as programmed instruction, self-paced learning, modular instruction, self-paced instruction, self-scheduled instruction, the Keller plan, contract learning, personalized system of instruction, mastery learning, and others too numerous to mention (30, 40, 41, 51, 101, 149, 151, 157, 159, 196).

Individualized instruction has many advantages and potential disadvantages. On the positive side, this instructional approach stresses accountability and often makes learning more efficient as a result of clearly stated objectives. Many students, particularly those with job and family responsibilities, find the flexibility of this approach very attractive since they often are allowed to freely schedule their own work. However, this teaching approach often poses a disadvantage to students who lack the maturity to schedule their own work. Another similar

disadvantage is apparent for students who do not finish their work by the end of the semester and who must then register again and pay additional tuition in order to receive credit (159).

Experiential learning is a teaching approach "which stresses active participation and involvement of students in 'real life' situations, where 'action learning' occurs as they learn by doing" (166, p. 402). There are a variety of experiential learning techniques and structures, which may be regarded as points on a continuim ranging from relatively passive traditional strategies to very active participation in simulated or real life situations. A partial list of such strategies includes debates, drama, class experiments, computer simulations, field projects, guest speakers, participant observation, role playing, simulation-gaming, socio-drama, and values clarification (15, 32, 84, 102, 182).

There are advantages and disadvantages involved with this instructional approach. Some advantages include relating course material to real life situations which are relevant to students and increased instructional flexibility in addressing different styles of learning. In addition, the use of experiential techniques such as sociodrama help students better appreciate the complexities of social issues and life in general (160). Some of the disadvantages

include the use of large amounts of class time, and situations in which students get carried away with the process at the expense of the intended learning goals (102, p. 22).

A teaching approach that has gained widespread exposure in the literature during the past two and one-half decades is the integrated use of multi-media. This approach, commonly referred to as audio-visual instruction, involves the use of a variety of technological media in the presentation of course content. A list of such media includes video-tape, motion picture films, slides, television and radio, audio-cassettes or sound tapes, phonograph records, and still-photography (14, 63, 161, 165).

As with other teaching methods, this approach has both positive and negative aspects. One advantage is that recorded information can often be absorbed faster by the student than the written word. Also, the use of audio-visuals assist in making course material relevant to students who live in a technological world where multi-media sources of communication are common. There are disadvantages however. Some unmotivated teachers may misuse such materials by substituting any available multi-media with "entertainment value" for proper course preparation. In addition, repair and replacement costs for audio-visual materials and related machinery such as projectors and recorders may be prohibitive, especially for small schools with limited resources (102, pp. 163-167).

The literature revealed only one source of data on the general teaching methods used by two-year college sociologists. A national curriculum study was conducted by Hill in 1977 on the sciences in two-year colleges. The section of the study which dealt with sociology used a sample of ninety-four sociology instructors and some data on teaching methods were obtained. In terms of how the sample used available class time, Hill found that 48.8 percent of such time was devoted to the lecture, 23.4 percent to class discussion, 7.7 percent to multi-media, and 2.6 percent to experiential learning. In addition, some data were ascertained concerning what percentage of the instructors used which teaching methods. In this regard, all teachers sampled used the lecture method and almost 60 percent indicated that they lectured more than one-half of the available time (94, pp. 32-33).

Teaching Techniques

Teaching techniques represent specific instructional tools or aids which are used as means to implement a general teaching method or methods. There are several dozen such techniques mentioned in the educational literature and perhaps several hundred ways to use them in the instructional process.

What information has been developed in regard to the teaching techniques employed by community colloge sociology

faculty? A search of the literature failed to uncover any research of this nature that had been specifically conducted on this type of group. However, a national curriculum study conducted by Bradshaw and McPherron in 1976 did provide some data from an indirect source. This study surveyed sociology department chairpersons at senior-level institutions and some community colleges. These chairpersons reported, among other things, certain teaching techniques that were being used in the departments. The results showed that at least 75 percent of the departments surveyed had at least one instructor using such techniques as field experiences and films. At least 50 percent of the departments were using instructional techniques such as independent study and research, simulation on gaming, and audio-tapes (24, p. 14).

The literature revealed a representative group of twenty-seven specific teaching techniques as used and reported by sociology and social science college teachers. These techniques are listed below, along with some representative bibliographic citations for the reader who may wish to investigate further.

1. Audio-tapes (63; 102, pp. 166-168).
2. Behavioral objectives (66, 73, 110, 144, 186).
3. Computer-assisted instruction (3, 8, 13, 45, 136, 138, 185).

4. Controversial issues (80).
5. Current events through the use of newspapers and magazines (179, 188).
6. Debates (95).
7. Fictional literature (31, 103, 107, 111, 156, 176).
8. Field experience or trips (40, 48, 53, 99, 146, 184).
9. Films (60, 139, 150, 158).
10. Graphs and charts (28, 181).
11. Group projects (27, 143).
12. Guest speakers (33, 80, 102, 124).
13. Modules (120; 124, p. 119).
14. Participant observation (69, 167).
15. Photographic projects (83).
16. Programmed learning or automated teaching (26, pp. 108-111; 102, pp. 109-113; 124, pp. 101-111).
17. Questionnaires and surveys (90, 91, 100, 118).
18. Role playing or sociodrama (15, 160, 182).
19. Self-paced study (40, 93, 98, 135, 159).
20. Slides (83).
21. Simulation or games (2, 4, 19, 25, 47, 81, 84, 85, 86, 112, 115, 141, 142, 162, 193).
22. Socially deviant or controversial guest speakers (80).
23. Student class assistants (16, 125).
24. Student social research exercises (32, 37, 45, 167, 192, 193).

25. Televised instruction or presentations (92, 96, 161, 175).
26. Values clarification (69; 102, pp. 153-159).
27. Video-tapes (14, 58, 106, 173).

Sociological Perspectives Used in Instruction

What sociological perspectives do community college sociologists use or emphasize in their teaching? Does the sociology instructor, for example, teach the Social Problems course primarily from a structural-functionalist, conflict, or exchange theory orientation? An examination of the literature revealed no data concerning this aspect of instruction.

Although sociology possesses many different schools of thought, four of the most prominent ones are identified by Eisenstadt (57) as structural-functionalism, symbolic interactionism, conflict theory, and exchange theory. The dominent sociological perspective during the past several decades has been structural-functionalism. This approach, begun essentially by Durkheim and later developed by twentieth century thinkers such as Parsons, views society "as a complex of interdependent institutions, each of which makes some contribution to overall social stability" (62, p. 116). The sociologist operating from this approach examines the various structures and substructures of

society in terms of how they function to promote the stability of the social system.

Symbolic interactionism is a theoretical view of social behavior based primarily on the work of Cooley and Mead during the early twentieth century. This approach focuses on the socialization process and how people become fully human as a result of the dynamic interplay between the individual and the larger social system. Like Mead, symbolic interactionists today place a great deal of emphasis on how language and other symbolic tools are used by interacting human beings to influence how they see themselves and the social world in which they live (178).

Conflict theory is a school of thought within sociology that attempts to understand the workings of society from the perspectives of conflict, power relationships, and the dynamic influence of social change. Although Hume, Hobbes, Malthus and others addressed the issues of conflict first, most sociologists trace the scientific beginnings of this approach to the writings of Marx during the middle nineteenth century (1). Today, conflict theorists examine, among other things, various forms of economic, political, social class, and ethnic conflicts in society and how they impact on determining social policy and ultimately, social and individual behavior (57, p. 340).

Exchange theory is a sociological perspective that regards social behavior as an interactive process in which

individuals supply each other with various services and benefits in exchange for others. Social interaction, as explained by exchange theorists such as Homans, Gouldner and Blau, represents a sort of "bargaining" process which is carried out between social actors as long as each party needs or desires the services or benefits derived from the other party or parties (109).

Workload

The typical community college instructor teaches fifteen credit or contact hours of courses each term. The normal weekly workload for this type of college teacher usually consists of such diverse activities as classroom teaching, out of class contact with students for conferences and assistance, grading, committee work, course preparation, professional reading, and possible sponsorship of extra-curricular student or other school-related activities (177, pp. 139-140).

Brown and Thornton, in summarizing what is known about the number of hours community college instructors work each week, state the following:

> A rough estimate of the total work week might be reached by multiplying classroom hours by three or four, depending upon the actual situation in a given college. Another generalization suggests that the work week includes fifteen hours of teaching, fifteen hours of preparation, fifteen hours of advising, committee work, and college responsibilities. When college teachers are asked to keep a daily record of their activities during the regular terms, they

> ordinarily arrive at weekly totals of from about fifty to seventy hours of work associated with their teaching assignments (26, p. 51).

The only available hard data on the workload of two-year college sociologists was compiled by Davenport in 1971. At that time, 24.6 percent of the teachers reported an average workload, 21.3 percent claimed a heavy workload and 11.5 percent reported a very heavy workload. In addition, 41 percent of the teachers reported sponsoring extracurricular activities (43, p. 36).

Student Evaluation

The literature suggests three different components of student evaluation or grading. These are the grading reward structures, testing measures, and grading formats (131).

The grading reward structure refers to "the performance criteria, contingencies, or standards that students must satisfy in order to receive presumably valued or reinforcing consequences such as prizes or high grades" (131, p. 87). The most prominent types of reward structures appearing in the literature are the percent mastery criterion (such as 80 to 89 percent mastery on examinations results in a B grade), grading on the curve, contract grading, grading by student peers, and self-grading by the student. The research is unclear with regard to the superiority or inferiority of a given type of grading reward structure

or structures (21, 70, 89, 116, 123, 125, 130, 152, 168).

Testing measures refer to the means by which the instructor determines the student's grade. The most common measures of evaluation are quick score or objective tests, essay examinations, papers written outside of class, papers written inside of class, term papers or research reports, class participation, class attendance, oral reports or recitations, field reports, homework, nonwritten projects, student discussion with instructor, workbook completion, and retests. The literature indicates that the jury is not in yet with regard to determining the best or most preferable grading measure or measures (124, pp. 151-186).

The grading format refers to the actual forms that grades take as assigned by the instructor. Common grading formats include A, B, C, D, and F, A, B, C, D, and X or No Credit, A, B, C, and X or No Credit, Pass and Fail, and Pass or X and No Credit (94). The literature remains undecided regarding the preference of one grading format over another with one notable exception. Geisinger reports that,

> The literature concerning Pass-Fail grading has produced two consistent findings. First, the academic performances of students are generally poorer when they enroll in a course on a Pass-Fail basis than in a course graded in an "A to F" manner. Second, students employ the time which has been "saved" in a

> Pass-Fail course to study for their other courses, thus elevating their overall GPA's (64, p. 113).

A small amount of data has been gathered in regard to the testing measures and grading formats used by community college sociology faculty. Hill found, regarding testing measures which counted 25 percent or more of the total grade, that 64.9 percent of the sampled instructors used quick score or objective tests, 48.9 percent used essay examinations, 33 percent used papers written outside of class, and 10.6 percent gave grades based upon research reports. In relation to grading formats, 69.1 percent of the teachers used A, B, C, D, and F grades, 22.3 percent used A, B, C, D, and No Credit, and 5.3 percent used Pass and No Credit formats (94, pp. 34-35).

Instructional Goals

Boocock (18, p. 7), in summarizing the literature on instructional goals, reports that such goals usually fall under the four following categories: (1) Cognitive goals aimed at content mastery and empirical knowledge, (2) Moral goals focused on producing a good citizen, (3) Socialization goals designed to promote successful personality development and interaction skills, and (4) Social mobility goals in which education serves as a means to a job and socioeconomic advancement.

Most of the literature of this nature on teaching sociology consists of articles devoted to one instructional

goal in particular. Vaughan (186), for example, stresses "domains of learning" while Stauffer's (169) "liberal education" and Harris and Spates' (88) concern with teaching sociology as a "moral discipline" emphasize other instructional ends. The recent publication by Fritz and Pozzo entitled "Fostering Personal Growth in a Classroom Setting" (61) provides an added illustration.

In 1973, the American Council on Education conducted a national survey on undergraduate teaching goals. The findings showed that the development of cognitive capabilities was ranked first among the instructional goal orientations of the sampled teachers. The four other goal orientations, ranked in their order of importance, were knowledge in the liberal arts, development of vocational skills, professional training for advanced study, and the development of moral values (147).

The 1976 curriculum study on sociology department chairpersons by Bradshaw and McPherron provided some indirect data on the instructional goals of sociology faculty. The most important instructional goal as reported by community college chairpersons was the development of cultural awareness with a 38 percent response. The goal that ranked second was critical thinking with 35 percent. This was followed by the facilitation of personal growth with a 24 percent response. The least popular reported

instructional goal was the development of student creativity which garnered a favorable response by only 11 percent of those surveyed (24, p. 17).

The hard data on the instructional goals of community college sociology faculty are scarce. Hill's study on ninety-four sociology teachers provides a small amount of information on "desired student outcomes." Such outcomes as "acquaintance with sociological concepts," and "relationship of concepts to students own values" were reported as very important to 62.8 percent and 59.6 percent of the teachers respectively (94, p. 38).

Text Materials Used

Recent research on social science faculty in two-year colleges by Cohen and Hill shows that 95 percent of such teachers use textbooks and assign an average of 308 pages per term. About 62 percent of these instructors assign an average of twenty-nine pages from handouts and 44 percent require an average of 101 pages from workbooks (34, p. 156).

A small amount of information is available concerning text material used by community college sociology faculty. Bradshaw and McPherron report that, among the community college departments included in their study, 97 percent use textbooks in Introductory Sociology, 95 percent use other books, and 69 percent use term papers (24, p. 14).

Hill reports that 100 percent of the community college sociologists surveyed use textbooks and assign an average of 420 pages per term. About 65 percent of these instructors also use syllabi or handouts, 45 percent use journal articles or magazines, 35 percent use collections of readings, and 23 percent use newspapers. Hill also notes that when the total group mean for such additional sources of reading material are added to the mean for textbook reading, "the average reading assignment in sociology classes is 578 pages" (94, pp. 33-34).

Membership and Participation in Professional Organizations

A final consideration related to the teaching and other professional practices of community college sociology faculty has to do with the professional linkages they maintain. To what kinds of professional organizations do such faculty belong? What is their level of participation in these organizations?

Available data of this nature have tended to leave the community college sociologist open to the charge of being a professional isolate from the standpoint of academic sociology. Davenport's research of a decade ago found that only about 54 percent of the sampled instructors belonged to at least one sociological society (43, p. 22). This tended to shore up Stoddard's earlier charge that the

junior college sociology instructor represented "a 'loophole' in the sociologist's claim to professionalism" (172).

McCormick's 1979 study dealt specifically with the professional linkages maintained by community college sociologists. While his data largely confirmed Davenport's earlier findings regarding membership in sociological societies, it was also apparent that these instructors had other networks of professional participation. Only 55 percent of these teachers belonged to a sociological society and only 40 percent had attended a sociology-sponsored meeting during the past three years. Yet, 90 percent belonged to one or more professional organizations and the mean number of professional association memberships was 2.9 per teacher. Additional findings revealed that 80 percent of the teachers surveyed "attended a mean of 3.9 professional meetings and/or workshops in the last three years" (121, p. 114).

McCormick's conclusions include the following:

> As educators and generalists, the respondents largely consider professional networks as mechanisms of assistance with the teaching craft. They expressed impatience with those professional meetings and publications primarily devoted to research and specialization. Consequently, the findings of this survey indicate that certain changes have to occur before the profession of sociology can realistically attract higher levels of participation from two-year college instructors. From their viewpoint, portions of sociology's professional network must be restructured to accommodate the unique educational requisites of the two-year institutions and those who teach in them. . . . . .

Therefore, before the sociology profession can provide two-year college sociology instructors with more effective assistance, it must become more conversant with and sympathetic to their special professional requirements (121, pp. 123-124).

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CHAPTER III

RESEARCH DESIGN

The purpose of this section is to describe the methodology that was used in the study. The chief elements of the research design included the following: (1) Nature of the Study, (2) Populations, (3) Instruments, (4) Pilot Study, (5) Data Collection Procedures, and (6) Procedures for Data Analysis.

Nature of the Study

The completed research represented a straightforward descriptive study. As such, comparisons between two or more groups, the measurement of attitudes, the causal or correlational relationships between operationally defined variables, and other forms of explanatory investigation were not the focus. Instead, this study sought to address the "what" question by developing an accurate, descriptive profile on a specified population, about which little was known.

Although explaining the "whys" of a given phenomenon, social group, or interactive process represents the ultimate goal of scientific research, "science is composed of both descriptions and explanations" (9, p. 28). When little or

nothing is known about a phenomenon or group one wishes to investigate, the descriptive approach represents the most appropriate research design.

Simon speaks to this issue as follows:

> In the beginning, there is description. . . . This first description is important because it serves to focus subsequent studies.
> . . . . . .
> Since Freud's original descriptive explorations there have appeared many other types of studies of the original theories, including observational and questionnaire surveys and experiments. As Freud put it, "the true beginning of scientific activity consists . . . in describing phenomena and [only] then in proceeding to group, classify and correlate them" (10, pp. 52-53).

What is the application of descriptive research to education? Borg and Gall provide an explanation.

> Descriptive studies typically employ either survey or observational research methods. Their purpose is to collect information that permits us to describe the characteristics of persons or an educational process or an institution. Careful quantitative description by itself often leads to improved understanding of educational phenomena (1, p. 38).

Populations

Two populations were used in the study. The first consisted of the Division Chairpersons of Social Science at all public community colleges in Texas. The sole purpose of this group was to provide a complete listing of all full-time sociology faculty employed by these institutions. The second population, which represented the primary focus of the study, consisted of all full-time sociology faculty who taught at the colleges already described.

Instruments

Two instruments were used in the study. The first (Appendix G) was a simple, four-item questionnaire which sought the names and school addresses of all full-time sociology faculty employed by the colleges included in the investigation. This instrument was sent to the Division Chairperson of Social Science at each college.

The primary instrument (Appendix H) was a forty-three-item questionnaire which sought to obtain descriptive information from sociology instructors about themselves in three general categories: demographic characteristics, academic and professional preparation, and teaching and other professional practices. Items chosen for inclusion in the questionnaire were based upon the review of the literature. Ideas for some of the items were based upon the related studies by Bradshaw and McPherron (2), Davenport (3), Hill (5), and Mobley (8). The techniques of item-check-off-response and open-ended-response were employed to facilitate the ease and speed with which the instrument could be completed by the respondents (7, pp. 78-80).

Pilot Study

One important concern in any study, regardless of type, is the issue of instrument validity and reliability. Simon defines these concepts as follows:

> Validity is the over-all concept used to refer to how good an answer the study yields. If the answer given by the research is likely to be sound, the research is said to be valid.
> . . . . . .
> Reliability is one of the constituent elements of validity. Reliability is the extent of random variation in the results of the study.
> . . . . . .
> Reliability is roughly the same as consistency or repeatability (10, pp. 24-25).

Most experts in research design agree that what constitutes acceptable validity and reliability for an instrument a researcher wishes to use "is determined largely by the nature of the research in which he plans to use the measure" (1, p. 217). In descriptive studies on one group or population, which do not make use of such measures as intergroup comparisons, attitudinal scales, and standardized tests, a pilot study is an appropriate method of determining validity and reliability. Such a study represents a preliminary trial of the instrument to be used in the main investigation. In commenting on what constitutes an adequate pilot study, Borg and Gall state that in "some pilot studies two or three subjects are sufficient, and it is rarely necessary to include more than twenty subjects" (1, p. 70).

A pilot study was conducted on ten social science instructors at El Paso Community College in El Paso, Texas during the first two weeks of September, 1982. The questionnaires and cover letters (Appendix A) were mailed to

the President of the Professional Association of College Educators, a west Texas organization of community college faculty, who acted as a clearinghouse for both instrument distribution and return. Minor modifications were then made in the instrument based upon the responses and suggestions made by the subjects of the pilot study.

Data Collection Procedures

The data for the study was collected in two stages through the use of the mailed survey technique (4). The first stage involved ascertaining the names and addresses of all full-time sociology faculty employed by Texas public, community colleges. The names and locations of these colleges (Appendix I) were based upon those listed in Institutions of Higher Education in Texas, 1981-82 (6).

On September 10, 1982 all Social Science Division Chairpersons employed by the selected colleges were sent the four-item questionnaire requesting a list of the full-time sociology instructors. This was accompanied by a cover letter explaining the scope of the study (Appendix C) and a postage-paid, self-addressed return envelope. The names of these division chairpersons were provided, to the extent that such information was available, by the Texas Higher Education Directory: 1981-82 (11). A ten-day deadline for return after receipt was stressed to the subjects in order to facilitate a maximum response.

On September 25, a second questionnaire, a cover letter (Appendix D), and a return envelope were mailed to the division chairpersons who had not responded. Ten days later, on October 5, the four division chairpersons (or other officials) who had still not responded were contacted by telephone and the needed information was obtained. Consequently, all forty-seven public community colleges or college districts in Texas (100 percent) participated in the study by furnishing the names and addresses of their sociology faculties.

The second stage of the study began on October 8 with the mailing of the primary questionnaire to all full-time sociology faculty employed by the targeted institutions. Each questionnaire was accompanied by a cover letter (Appendix E) and a stamped, self-addressed return envelope. A two-week waiting period was then observed. By October 21, 61 (59.8 percent) of the 102 instructors contacted had responded.

On October 22, a second mailing of the questionnaire was sent to the sociology instructors. As with the first mailing, each questionnaire was accompanied by a cover letter (Appendix F) and a return envelope. By November 5, which was designated as the deadline for response, an additional 21 instructors (20.6 percent) had responded. The final response rate was 80.4 percent with 82 instructors who responded out of the 102 who were contacted.

Procedures for Data Analysis

According to Simon, the analysis of data for descriptive research "begins with standardizing the data and separating it into convenient or interesting categories and ends with summarizing statistics or with graphs or tables of the data" (10, pp. 333-334). Such was the case for this study.

Specifically, the data were standardized into number and percentage categories. The results were summarized and described in terms of totals, percentages, ranges, and arithmetic means where appropriate. An electronic calculator and calculator tape were utilized for computation and reconciliation of the data. The analysis of the data is discussed in the two following chapters.

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CHAPTER IV

ANALYSIS OF THE DATA: DEMOGRAPHICS AND ACADEMIC AND PROFESSIONAL PREPARATION

Introduction

The problem of this study was to develop a comprehensive, descriptive profile on full-time sociology faculty employed by public community colleges in the State of Texas. Toward this end, the study had three purposes.

1. To determine the basic demographic characteristics of the population under investigation as well as information concerning both previous occupation and place of residence prior to employment and current employment classification.

2. To ascertain the academic and professional preparation of this population in terms of earned degrees, areas of preparation and specialization, current pursuit of additional education, plans for additional education, research and publication, teaching experience, and courses taught.

3. To acquire data concerning the teaching and other professional practices employed by the population in regard to teaching methods, teaching techniques or aids, theoretical perspectives in sociology used in instruction, weekly workload, instructional goals, student evaluation, text

materials used, and membership and participation in professional organizations.

Specific research questions were formulated in three categories which corresponded with the information sought by the three purposes of the study. In this regard, demographics (category one) contained research questions I-A through I-D, academic and professional preparation (category two) consisted of research questions II-A through II-C, and teaching and other professional practices (category three) included research questions III-A through III-H.

Given the amount of information generated by the study, it was necessary, for the sake of clarity, to divide the analysis of the data into two chapters. This chapter, Chapter IV, concerns itself with a discussion and presentation of the data relating to categories one (demographics) and two (academic and professional preparation). This is preceded, however, by a brief overview of the instruments, data collection procedures, and procedures for data analysis that were used in the study. Chapter V, which follows, is devoted to an analysis of the data in category three (teaching and other professional practices). In both chapters, the discussion of each portion of the data is preceded by the pertinent research question it addresses and is followed by an appropriate table or group of tables.

Instruments

For the purposes of the study, two instruments were developed during the summer of 1982. The first (Appendix G) was a four-item questionnaire which was sent to the social science division chairpersons at each of the public community colleges located in Texas. The purpose here was to obtain an accurate, up-to-date listing of all full-time sociology faculty employed by such institutions along with their school addresses.

The second and most important instrument (Appendix H) consisted of a forty-three-item questionnaire which was sent to all sociology instructors whose names and addresses were obtained. This questionnaire was divided into three sections which sought information concerning demographics, academic and professional preparation, and teaching or other professional practices.

Data Collection Procedures

In September of 1982, the social science division chairpersons at the targeted institutions were sent copies of the four-item questionnaire in two separate mailings and requested to return them. Ultimately 100 percent of the forty-seven colleges or college districts contacted did furnish the requested information and, by doing so, participate in the study.

In October, 1982, all 102 full-time sociology teachers employed by public community colleges in Texas were furnished with copies of the primary instrument in two separate mailings. Consequently, eighty-two instructors reponded by returning completed questionnaires. This number constituted a rate of return of 80.4 percent. All returned questionnaires were usable for data analysis purposes.

Procedures for Data Analysis

The data from the returned questionnaires were computed, recorded, and tabulated by hand and electronic desk calculator. Given the possibility for human error implicit in this analysis approach, all calculations were performed twice and then recorded and reconciled on calculator tape. Frequencies, percentages, and arithmetic means comprised the necessary types of computations for the purposes of the study.

In regard to data presentation, each reported percentage was based upon the number of responses received from a given question or part of a question included in one of the two research instruments used in the study. All percentages and means were rounded to the nearest one-tenth of a percent for the sake of readability. Where rounding error did occur, it has been noted at the bottom of the appropriate table.

Research Findings: Numbers and Locations of Sociology Faculty

The results from the first stage of the study are portrayed in Table I. At the time the study was conducted, the forty-seven public community colleges or college districts in Texas employed 102 full-time sociology instructors. The number of these faculty members employed at individual institutions varied from zero instructors at four, small, relatively rural colleges to seventeen instructors who taught for the San Antonio Community College District located in an urban, heavily populated area. Although 2.2 sociology teachers was the mean number for all colleges as a group, the larger metropolitan areas of Texas consistently had the largest sociology faculties at the community colleges which served them. As an illustration, the six urban centers of Austin, Dallas, El Paso, Fort Worth, Houston, and San Antonio included community colleges which accounted for fifty sociology instructors or 49.0 percent of all such faculty members in the state.

Research Findings: Demographics

The second and most important stage of the study involved mailing a forty-three-item questionnaire (the primary instrument) to the 102 instructors whose names and locations had been obtained. This questionnaire was designed to address the fifteen research questions which

TABLE I

NUMBERS OF FULL-TIME SOCIOLOGY FACULTY AS REPORTED BY PUBLIC COMMUNITY COLLEGES IN TEXAS

(47 colleges or college districts replying to inquiry)

College or College District	Number of Sociology Faculty
Alvin Community College	2
Amarillo College	2
Angelina College	1
Austin Community College	3
Bee County College	1
Blinn College	0
Brazosport College	2
Central Texas College	2
Cisco Junior College	1
Clarendon College	1
College of the Mainland	1
Cooke County College	1
Dallas County Community College District	9
Brookhaven College (1) Cedar Valley College (1) Eastfield College (2) El Centro College (1) Mountain View College (1) North Lake College (1) Richland College (2)	
Del Mar College	3
El Paso Community College	5
Rio Grande Campus (1) Trans-Mountain Campus (2) Valle Verde Campus (2)	

TABLE--Continued

College or College District	Number of Sociology Faculty
Frank Phillips College	0
Galveston College	1
Grayson County College	1
Henderson County Junior College	1
Hill Junior College	1
Houston Community College	3
Howard College at Big Spring	1
Kilgore College	1
Laredo Junior College	1
Lee College	1
McLennan Community College	2
Midland College	3
Navarro College	1
North Harris County College	2
Odessa College	1
Panola Junior College	0
Paris Junior College	1
Ranger Junior College	1
San Antonio Community College District	17
Saint Philip's College (3) San Antonio College (14)	
San Jacinto College District	6
Central Campus (4) North Campus (1) South Campus (1)	

TABLE I--Continued

College or College District	Number of Sociology Faculty
South Plains College	1
Southwest Texas Junior College	1
Tarrant County Junior College	7
Northeast Campus (2)	
Northwest Campus (2)	
South Campus (3)	
Temple Junior College	1
Texarkana Community College	1
Texas Southmost College	3
Tyler Junior College	3
Vernon Regional Junior College	1
Victoria College	2
Weatherford College	1
Western Texas College	0
Wharton County Community College	2
Total	102

Mean = 2.2

provided the focus for the investigation. These research questions, as mentioned before, sought information in three major categories; Category one consisted of demographics, category two involved academic and professional preparation, and category three was comprised of teaching and other professional practices.

The research questions addressed in this portion of the chapter are concerned specifically with demographic (category one) information. These questions are numbered I-A, I-B, I-C, and I-D.

Research Question I-A

This research question sought information concerning the age, sex, racial or ethnic, marital, and religious characteristics of the population studied. Items 1, 2, 3, 4, 5, and 6 of the questionnaire dealt specifically with this area of concern.

Age distribution.--Item 1 of the questionnaire sent to the sociology instructors requested their year of birth. The age distribution of the 82 instructors who responded to the survey is presented in Table II. The ages of these teachers ranged from 2.4 percent who were 29 years old to 2.4 percent who were 63 years old. The two largest age cohorts of respondents were 30 to 39 years of age (40.2 percent) and 40 to 49 years of age (37.7 percent). The mean age for all instructors was 42.8 years.

Sex, racial or ethnic background, and marital status.--Questionnaire items 2, 3, and 4 requested information regarding sex, racial or ethnic background, and marital status. The instructors surveyed were predominantly male (65.8 percent), White or Caucasian (81.7 percent), and married

TABLE II

AGE DISTRIBUTION OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Year Within Age Cohort	Age Cohort of the Instructors									
	20-29		30-39		40-49		50-59		60-69	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	. .	. .	1	1.2	2	2.4	4	4.9	1	1.2
1	. .	. .	2	2.4	5	6.1	3	3.7	1	1.2
2	. .	. .	2	2.4	2	2.4	. .	. .	. .	. .
3	. .	. .	3	3.7	2	2.4	1	1.2	2	2.4
4	. .	. .	1	1.2	2	2.4	. .	. .	. .	. .
5	. .	. .	5	6.1	3	3.7	. .	. .	. .	. .
6	. .	. .	3	3.7	5	6.1	1	1.2	. .	. .
7	. .	. .	6	7.3	1	1.2	1	1.2	. .	. .
8	. .	. .	3	3.7	4	4.9	2	2.4	. .	. .
9	2	2.4	7	8.5	5	6.1	. .	. .	. .	. .
Total	2	2.4	33	40.2	31	37.7	12	14.6	4	4.9

Mean = 42.8.

(81.7 percent). In regard to racial or ethnic background, the only other ones reported were Black or Afro-American (9.8 percent) and Mexican-American or Chicano (8.5 percent). This information is presented in Tables III and IV.

TABLE III

SEX AND RACIAL OR ETHNIC BACKGROUNDS OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS

Sex	Number of Instructors	Percentage of Instructors
Male	54	65.8
Female	28	34.2
Total	82	100.0
Racial or Ethnic Background	**Number of Instructors**	**Percentage of Instructors**
White Caucasian	67	81.7
Black or Afro-American	8	9.8
Mexican-American or Chicano	7	8.5
Oriental American	. .	. .
American Indian	. .	. .
Other	. .	. .
Total	82	100.0

TABLE IV

MARITAL STATUS OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Marital Status	Number of Instructors	Percentage of Instructors*
Single	7	8.5
Married	67	81.7
Separated	1	1.2
Divorced	7	8.5
Widowed	. .	. .
Total	82	100.0

*Total does not equal 100.0 percent due to rounding.

Religious preference.--Table V shows the religious preferences of the sociology teachers as requested by item 5 of the questionnaire. The largest proportion of instructors, 23.2 percent, reported no preference or "none" as a response. The majority of the respondents, however, did express one of ten different religious preferences. The most popular specific choices, as reported by 13.4 percent each, were the Baptist, Catholic, and Methodist preferences.

In terms of major religious faiths, the majority of instructors, 61.0 percent, reported themselves as Protestant. As previously mentioned, 13.4 percent were Catholic and 2.4 percent stated they were of the Jewish faith.

TABLE V

RELIGIOUS PREFERENCES OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Religious Preference	Number of Instructors	Percentage of Instructors*
None or no preference	19	23.2
Nondenominational protestant	8	9.8
Baptist	11	13.4
Church of Christ	2	2.4
Episcopalian	8	9.8
Lutheran	2	2.4
Methodist	11	13.4
Presbyterian	7	8.5
Unitarian	1	1.2
Catholic	11	13.4
Jewish	2	2.4
Total	82	100.0

*Total does not equal 100.0 percent due to rounding.

Research Question I-B

Research Question I-B inquired as to how the members of the population under investigation were employed when hired by the current employing institutions. Questionnaire item 6 was used to obtain this information.

Occupation when hired.--The largest group of instructors, 30.5 percent, reported graduate study as their occupation when hired by their present employer. The second most prevalent recruitment source for sociology teachers was shared equally (18.3 percent each) by community college teaching and senior college or university teaching. Public school teaching was next with 15.8 percent of such faculty recruited from this source. In summary, the overwhelming majority of those participating in the study (96.3 percent) were hired by current employers from teaching, graduate study, or related occupations. The data pertaining to this discussion are illustrated in Table VI on the following page.

Research Question I-C

This research question sought information regarding the place of residence of the faculty members studied when they were hired by present employers. Questionnaire item 7 was used to address this area of inquiry.

Place of residence when hired.--The largest proportion of instructors, 46.3 percent, reported the local community as their place of residence when hired by their current employer. Of the teachers, 37.8 percent were living outside the local community but within Texas when hired and 2.4 percent were residing outside Texas but within the

TABLE VI

OCCUPATIONS OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS WHEN HIRED BY PRESENT EMPLOYERS (N = 82)

Occupation When Hired	Number of Instructors	Percentage of Instructors*
Public school teaching	13	15.8
Community college teaching	15	18.3
Senior college or university teaching	15	18.3
Graduate study	25	30.5
Related occupation	11	13.4
Unrelated occupation	2	3.4
Other	1	1.2
Total	82	100.0

*Total does not equal 100.0 percent due to rounding.

region. Consequently, recruitment of sociology faculty by public community colleges in Texas took place essentially at local and state levels. This information is illustrated in Table VII on the following page.

Research Question I-D

Research Question I-D was concerned with obtaining data on the employment classifications (e.g., temporary,

TABLE VII

PLACES OF RESIDENCE OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS WHEN HIRED BY CURRENT EMPLOYERS (N = 82)

Place of Residence When Hired	Number of Instructors	Percentage of Instructors*
Local community	38	46.3
State of Texas	31	37.8
Outside Texas but within the region	2	3.4
Outside the region	11	13.4
Total	82	100.0

*Total does not equal 100.0 percent to rounding.

probationary, tenured, etc.) of the faculty members studied. The information that was derived came from responses to item 8 of the questionnaire.

Employment classifications.--As shown in Table VIII, the large majority of instructors (64.6 percent) were tenured. Eleven percent reported probationary (tenure track) status and 8.5 percent responded that they were temporary faculty with a one-year contract only. Another 8.5 percent of the instructors reported tenure to be nonexistant at their schools. In its place, these teachers had three-year, term contracts which were renewable each year.

TABLE VIII

FACULTY EMPLOYMENT CLASSIFICATIONS OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Employment Classification	Number of Instructors	Percentage of Instructors*
Temporary (one year appointment only)	7	8.5
Probationary (tenure track)	9	11.0
Tenured	53	64.6
Three-year contract (no tenure)**	7	8.5
Other	6	7.3
Total	82	100.0

*Total does not equal 100.0 percent due to rounding.

**Three-year contract renewable each year.

Research Findings: Academic and Professional Preparation

The second category of research questions contained in the study focused on the academic and professional preparation of the sociology instructors surveyed. These questions are numbered II-A, II-B, and II-C.

Research Question II-A

This question addressed the characteristics of the population under investigation in terms of earned degrees, areas of specialization as shown by majors and minors, research and publication, numbers of undergraduate and graduate semester hours earned in both sociology and professional education courses, current pursuit of coursework and degrees, and plans for future coursework and degrees. This information was obtained through the use of items 9 through 28 in the questionnaire.

Earned degrees.--Item 9 of the questionnaire sought the highest earned degrees possessed by the instructors who were surveyed. In this regard, all respondents had earned at least a master's degree. It was found, in fact, that only 11.0 percent of the teachers reported the master's degree "only" as their highest level of educational achievement. The majority, 61.0 percent, had earned a master's degree plus additional work. Of the instructors responding, 2.4 percent had earned a specialist's degree and 25.6 percent had obtained a doctor's degree. These data are presented in Table IX.

Areas of specialization as shown by majors and minors.--Item 10 of the questionnaire asked the question "What was your undergraduate major in college?" Twenty different

TABLE IX

HIGHEST LEVEL OF EDUCATIONAL ACHIEVEMENT OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS AS SHOWN BY EARNED DEGREES (N = 82)

Highest Earned Degree	Number of Instructors	Percentage of Instructors
Bachelor's degree	. .	. .
Master's degree	9	11.1
Master's degree plus additional work	50	61.0
Specialist's degree	2	2.4
Doctor's degree	21	25.6
Total	82	100.0

undergraduate majors were reported by the research participants. The most often cited major, as reported by 48.8 percent of the instructors, was sociology. History, reported by 9.8 percent, was second in popularity. Other major courses of undergraduate study reported by more than one instructor included such disciplines as English (4.9), psychology (4.9), and education (3.7). This information is illustrated in Table X.

Questionnaire item 11 sought to obtain data on undergraduate minors. Seventeen different minors were reported

TABLE X

UNDERGRADUATE MAJORS OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Undergraduate Major*	Number of Instructors	Percentage of Instructors**
Sociology	40	48.8
History	8	9.8
English	4	4.9
Psychology	4	4.9
Education	3	3.7
Health and physical education	3	3.7
Political science	3	3.7
Social science	3	3.7
Speech	3	3.7
Agriculture and economics	1	1.2
Anthropology	1	1.2
Business	1	1.2
Drama	1	1.2
Economics	1	1.2
French	1	1.2
History and psychology	1	1.2
Liberal arts	1	1.2
Math	1	1.2

TABLE X--Continued

Undergraduate Major*	Number of Instructors	Percentage of Instructors**
Philosophy	1	1.2
Social Work	1	1.2
Total	82	100.0

*Number of majors = 20.

**Total does not equal 100.0 percent due to rounding.

by the instructors who completed the survey. Of these, psychology was the minor reported by the largest proportion of respondents (22.0 percent) followed closely by history (15.8 percent) and sociology (13.4 percent). The data concerning undergraduate minors are contained in Table XI.

Table XII shows the results of the data analysis involving undergraduate major and minor combinations as reported by the study participants. In all, fifty different combinations of this nature were reported. Of these, the combination reported by the largest proportion of instructors (14.6 percent) consisted of sociology (major) and psychology (minor). The second and third most popular major and minor combinations at the undergraduate level were sociology and history (13.4 percent) and sociology and no minor (7.3 percent).

TABLE XI

UNDERGRADUATE MINORS OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Undergraduate Minor*	Number of Instructors	Percentage of Instructors**
Psychology	18	22.0
History	13	15.8
Sociology	11	13.4
Education	6	7.3
English	5	6.1
Political science	5	6.1
Philosophy	4	4.9
Religion	2	2.4
Speech	2	2.4
Anthropoloty	1	1.2
Biology and English	1	1.2
Business	1	1.2
Economics	1	1.2
French	1	1.2
Music	1	1.2
Social science	1	1.2
Social work	1	1.2
No minor	8	9.8
Total	82	100.0

*Number of minors = 17.

**Total does not equal 100.0 due to rounding.

TABLE XII

COMBINED UNDERGRADUATE MAJORS AND MINORS OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Major and Minor Combination*	Number of Instructors	Percentage of Instructors
Sociology and psychology	12	14.6
Sociology and history	11	13.4
Sociology and no minor	6	7.3
History and sociology	3	3.7
Psychology and sociology	3	3.7
History and psychology	2	2.4
Other (one example each)	45	54.9
Total	82	100.0

Summary	Number of Instructors	Percentage of Instructors
Sociology major and social science minor	28	34.2
Sociology major and other or no minor	12	14.6
Social science major and sociology minor	6	7.3

TABLE XII--Continued

Summary	Number of Instructors	Percentage of Instructors
Other major and sociology minor	4	4.9
Other (one example each)	32	39.0
Total	82	100.0

*Number of combinations = 51.

When the information concerning major and minor combinations was summarized, it was found that a sociology major and social science minor represented the most prevalent type of combination with a 34.2 percent rate of response. The second most popular type of combination (of a summary nature), as reported by 14.6 percent of the instructors, involved a sociology major and a nonsocial science minor or no minor.

Table XIII contains data regarding the master's degree majors of the surveyed population. This information was obtained through the use of item 12 of the questionnaire. Fifteen different master's degree majors were reported by the instructors who responded. The large majority of these faculty members, 64.3 percent, majored in sociology for the master's degree. Psychology (7.3 percent) was the second most popular major in this regard. Other reported master's

TABLE XIII

MASTER'S DEGREE MAJORS OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Master's Degree Major*	Number of Instructors	Percentage of Instructors**
Sociology	53	64.3
Psychology	6	7.3
Counseling and guidance	4	4.9
Secondary education	3	3.7
Social work	3	3.7
Theology	3	3.7
Criminology	2	2.4
Anthropology	1	1.2
Community college education	1	1.2
Elementary education	1	1.2
History	1	1.2
Reading	1	1.2
Religious education	1	1.2
Social foundations of education	1	1.2
Social science	1	1.2
Total	82	100.0

*Number of majors = 15.

**Total does not equal 100.0 percent due to rounding.

degree majors included such fields of study as counseling and guidance (4.9 percent), secondary education (3.7 percent), social work (3.7 percent), and theology (3.7 percent).

An examination of Table XIV reveals the responses from the instructors concerning master's degree minors. In this regard, both psychology and sociology were the most prevalent minors as reported by 15.8 percent of the instructors each. These disciplines were followed in popularity by history (7.3 percent) and political science (6.1 percent). A total of 12 different master's degree minors were reported. This information was obtained through the use of item 13 of the questionnaire.

Table XV shows the results obtained by combining the master's degree majors and minors which were reported by the research participants. In this regard, the largest proportion of the instructors, 28.0 percent, pursued a concentrated sociology major for the master's degree and, therefore, had no minor. The remaining respondents shared 31 different major and minor combinations. The most prominent of these combinations was sociology and psychology which was reported by 14.6 percent of the teachers. This was followed in frequency of response by sociology and history (6.1 percent) and sociology and political science (4.9 percent).

TABLE XIV

MASTER'S DEGREE MINORS OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Master's Degree Minor*	Number of Instructors	Percentage of Instructors**
Psychology	13	15.8
Sociology	13	15.8
History	6	7.3
Political science	5	6.1
Anthropology	3	3.7
Education	3	3.7
English	2	2.4
Administration	1	1.2
Geography	1	1.2
Philosophy	1	1.2
Physical education	1	1.2
Theology	1	1.2
No minor	32	39.0
Total	82	98.8

*Number of minors = 12.

**Total does not equal 100.0 percent due to rounding.

When the data regarding master's degree majors and minors were summarized, it was revealed that the most common combination consisted of a sociology major and a

TABLE XV

COMBINED MASTER'S DEGREE MAJORS AND MINORS OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Major and Minor Combination*	Number of Instructors	Percentage of Instructors**
Sociology and no minor	23	28.0
Sociology and psychology	12	14.6
Sociology and history	5	6.1
Sociology and political science	4	4.9
Psychology and sociology	4	4.9
Sociology and anthroplogy	3	3.7
Sociology and English	2	2.4
Criminology and no minor	2	2.4
Psychology and no minor	2	2.4
Social work and no minor	2	2.4
Theology and sociology	2	2.4
Other (one example each)	21	25.6
Total	82	100.0

Summary	Number of Instructors	Percentage of Instructors**
Sociology major and social science minor	24	29.3
Sociology and other minor	6	7.3
Sociology and no minor	23	28.0

TABLE XV--Continued

Summary	Number of Instructors	Percentage of Instructors**
Social science major and sociology minor	6	7.3
Other major and sociology minor	7	8.5
Other (one example each)	16	19.5
Total	82	100.0

*Number of combinations = 31.

**Total does not equal 100.0 percent due to rounding.

social science minor as reported by 29.3 percent of the respondents. The combination of a sociology major and other minor was reported by 7.3 percent of the instructors and 28.0 percent, as previously mentioned, had a concentrated major in sociology and no minor. Approximately one-fifth of those surveyed (19.5 percent) had neither a major nor a minor in sociology at the master's degree level.

In addition to obtaining information concerning the level of degrees earned, item 9 of the questionnaire was also used to gather data regarding the types of degrees and majors characteristic of those instructors who had earned a doctorate. The results showed that 21 instructors (25.6 percent) had earned a doctoral degree. Of these, 57.1 percent had earned a Doctor of Philosophy degree, 33.1

percent had earned a Doctor of Education degree, 4.8 percent had a Doctor of Jurisprudence degree, and 4.8 percent had an unspecified doctorate.

In terms of doctoral majors, 28.6 percent of the respondents who held such a degree majored in sociology. However, the largest proportion of instructors, 38.1 percent, reported a doctoral major in a specialized field of professional education. An additional one-fifth (19.5 percent) of the instructors reported a doctoral major in psychology or one of its areas of specialization. In all, the teachers surveyed reported ten different doctoral majors. The data concerning doctoral degrees and majors are presented in Table XVI.

Research and publication.--Questionnaire items 14 through 19 sought information concerning the research and publication backgrounds and efforts of the population that was studied.

An examination of Table XVII reveals the responses of the sociology instructors regarding their past and present participation in sociological research exclusive of a master's degree thesis or doctoral dissertation. The results of the survey showed that a majority of the instructors (57.2 percent) had not engaged in such research in the past. In regard to present participation in sociological research, the overwhelming majority (87.8 percent) of instructors surveyed gave negative responses. Consequently,

TABLE XVI

DOCTORATES HELD BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS AS SHOWN BY TYPE OF DEGREES AND MAJORS
(N = 21)

Type of Doctorate	Number of Instructors	Percentage of Instructors**
Doctor of Philosophy	12	57.1
Doctor of Education	7	33.3
Doctor of Jurisprudence	1	4.8
Unspecified	1	4.8
Total	21	100.0

Doctoral Major*	Number of Instructors	Percentage of Instructors**
Sociology	6	28.6
Higher education	4	19.1
College teaching	2	9.5
Counseling psychology	2	9.5
Elementary education	2	9.5
Anthropology	1	4.8
Behavioral sciences	1	4.8
Educational psychology	1	4.8
Law	1	4.8
Psychology	1	4.8
Total	21	100.0

*Number of majors = 10.

**Total does not equal 100.0 percent due to rounding.

TABLE XVII

PARTICIPATION OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS IN PAST AND PRESENT SOCIOLOGICAL RESEARCH EXCLUSIVE OF A THESIS OR DISSERTATION
(N = 82)

Have Engaged in Sociological Research	Number of Instructors	Percentage of Instructors*
Yes	35	42.7
No	47	57.2
Total	82	100.0
Presently Engaged in Sociological Research	**Number of Instructors**	**Percentage of Instructors**
Yes	10	12.2
No	72	87.8
Total	82	100.0

*Total does not equal 100.0 percent due to rounding.

only 12.2 percent of the faculty members were engaged in sociological research at the time the study was conducted.

Table XVIII illustrates the data concerning participation by the instructors surveyed in past and present educational research exclusive of a thesis or dissertation. In regard to past participation in educational research, the majority of the instructors, 64.6 percent, had obtained such research experience. This was in contrast to the 42.7

precent who reported past experience in sociological research.

When present participation in educational research was considered, the responses obtained from the instructors were similar to those received in regard to present participation in sociological research. The overwhelming majority of respondents, 86.6 percent, were not engaged in educational research at the time of the study.

TABLE XVIII

PARTICIPATION OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS IN PAST AND PRESENT EDUCATIONAL RESEARCH EXCLUSIVE OF A THESIS OR DISSERTATION
(N = 82)

Have Engaged in Educational Research	Number of Instructors	Percentage of Instructors
Yes	53	64.6
No	29	35.4
Total	82	100.0
Currently Engaged in Educational Research	**Number of Instructors**	**Percentage of Instructors**
Yes	11	13.4
No	71	86.6
Total	82	100.0

The data regarding publication by the instructors in the disciplines of sociology and education are presented in

Table XIX. When the publication experience of the respondents in both these disciplines were compared, the results were almost identical. Consequently, 80.5 percent of the teachers had not published in sociology and 81.7 percent had not published in education.

TABLE XIX

PUBLICATION BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS IN THE DISCIPLINES OF SOCIOLOGY AND EDUCATION
(N = 82)

Published in Sociology	Number of Instructors	Percentage of Instructors
Yes	16	19.5
No	66	80.5
Total	82	100.0
Published in Education	**Number of Instructors**	**Percentage of Instructors**
Yes	15	18.3
No	67	81.7
Total	82	100.0

Undergraduate and graduate semester hours earned in both sociology and education.--Items 20 and 21 of the questionnaire sought information concerning both undergraduate and graduate hours earned in sociology by the population studied. The largest proportion of instructors had earned

25 to 36 undergraduate hours (39.0 percent) and 25 to 36 graduate hours (31.7 percent). In addition, 93.9 percent of the respondents had earned at least 13 graduate hours in sociology and 65.8 percent had earned at least 25 graduate hours. When undergraduate and graduate hours were combined, the two largest proportions of instructors reported 49 to 60 combined hours (20.7 percent) and 61 to 72 combined hours (20.7 percent), respectively.

In terms of mean semester hours of coursework earned in the subject field, the typical instructor had earned 24.5 undergraduate hours, 36.5 graduate hours, and 58.9 combined hours in sociology. This information is presented in Table XX.

Questionnaire items 22 and 23 requested information concerning both undergraduate and graduate semester hours earned in professional education courses by the population under investigation. An examination of Table XXI shows that the majority of instructors surveyed had earned some semester hours of course credits in education at both undergraduate (56.1 percent) and graduate (65.8 percent) levels. When arithmetic means were considered, the typical instructor had earned 9.1 undergraduate hours, 15.4 graduate hours, and 23.1 combined hours in education.

Current pursuit of additional coursework and degrees in sociology and education.--Items 24 and 25 of the

TABLE XX

UNDERGRADUATE, GRADUATE, AND COMBINED SEMESTER HOURS EARNED IN SOCIOLOGY BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Semester Hours Earned	Instructors by Type of Sociology Semester Hours					
	Undergraduate*		Graduate		Combined*	
	Number	Percent	Number	Percent	Number	Percent
0	2	2.4	2	2.4	. .	. .
1-12	12	14.6	3	3.7	1	1.2
13-24	28	34.2	23	28.0	6	7.3
25-36	32	39.0	26	31.7	7	8.5
37-48	7	8.5	13	15.8	16	19.5
49-60	1	1.2	6	7.3	17	20.7
61-72	. .	. .	3	3.7	17	20.7
73-84	. .	. .	3	3.7	9	11.0
85-96	. .	. .	3	3.7	5	6.1
97-108	. .	. .	. .	. .	2	2.4
109-120	. .	. .	. .	. .	1	1.2
120+	. .	. .	. .	. .	1	1.2
Total	82	100.0	82	100.0	82	100.0
Mean	24.5		36.5		58.9	

*Total does not equal 100.0 percent due to rounding.

questionnaire sought data regarding the extent to which the population under study was engaged in the pursuit of additional coursework in the disciplines of sociology and education. As shown in Table XXII, only a small minority of

TABLE XXI

UNDERGRADUATE, GRADUATE, AND COMBINED SEMESTER HOURS EARNED IN EDUCATION BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Semester Hours Earned	Instructors by Type of Education Semester Hours					
	Undergraduate		Graduate		Combined*	
	Number	Percent	Number	Percent	Number	Percent
0	36	43.9	28	34.2	19	23.2
1-12	19	23.2	26	31.7	18	22.0
13-24	19	23.2	11	13.4	15	18.3
25-36	7	8.5	7	8.5	10	12.2
37-48	1	1.2	3	3.7	8	9.7
49-60	. .	. .	2	2.4	6	7.3
61-72	. .	. .	3	3.7	2	2.4
73-84	. .	. .	1	1.2	2	2.4
85-96	. .	. .	1	1.2	1	1.2
97+	. .	. .	. .	. .	1	1.2
Total	82	100.0	82	100.0	82	100.0
Mean	9.1		15.4		23.1	

*Total does not equal 100.0 percent due to rounding.

instructors were actively pursuing coursework in sociology (8.5 percent) or education (6.1 percent). When the data concerning these two disciplines were combined, the results showed that 14.6 percent of the respondents were pursuing

coursework in sociology or education at the time study was conducted.

TABLE XXII

CURRENT PURSUIT OF ADDITIONAL COURSEWORK IN SOCIOLOGY AND EDUCATION BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Pursuing Coursework in Sociology	Number of Instructors	Percentage of Instructors
Yes	7	8.5
No	75	91.5
Total	82	100.0
Pursuing Coursework in Education	**Number of Instructors**	**Percentage of Instructors**
Yes	5	6.1
No	77	93.9
Total	82	100.0
Pursuing Coursework in Sociology or Education	**Number of Instructors**	**Percentage of Instructors**
Yes	12	14.6
No	70	85.4
Total	82	100.0

Item 26 of the questionnaire asked for information regarding degrees currently pursued by the instructors surveyed. The results revealed that 14 instructors (17.1

percent of all respondents) were engaged in the pursuit of a degree. Of these instructors, six (42.8 percent) were seeking the Doctor of Education degree, six (42.8 percent) were working toward the Doctor of Philosophy degree, one (7.1 percent) the Master of Arts degree, and one (7.1 percent) the Master of Public Health degree.

The faculty members engaged in the pursuit of a degree reported eight different degree majors. Of these, the most prevalent majors reported were college teaching (21.4 percent), higher education administration (21.4 percent) and sociology (14.3 percent). When all majors in specialized areas of higher education were combined, this field of professional education accounted for one-half (49.9 percent) of the degrees pursued by the sociology instructors surveyed. Information pertaining to current pursuit of degrees and majors is presented in Table XXIII.

Plans for future coursework and earned degrees.--Questionnaire item 27 sought information concerning the planned pursuit of future coursework by the population that was studied. As an examination of Table XXIV reveals, roughly one-third (31.7 percent) of the instructors did plan to pursue additional coursework at some time in the future. Of the eighty-two sociology teachers who participated in the study, the largest proportions planned to pursue additional work in sociology (11.0 percent) and education

TABLE XXIII

CURRENT PURSUIT OF DEGREES BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS AS SHOWN BY TYPE OF DEGREES AND MAJORS (N = 14)

Type of Degree Being Pursued	Number of Instructors	Percentage of Instructors**
Doctor of Education	6	42.8
Doctor of Philosophy	6	42.8
Master of Arts	1	7.1
Master of Public Health	1	7.1
Total	14	100.0

Major of Degree Being Pursued*	Number of Instructors	Percentage of Instructors**
College teaching	3	21.4
Higher education administration	3	21.4
Sociology	2	14.3
Anthropology	1	7.1
Counseling	1	7.1
Higher education	1	7.1
History	1	7.1
Social psychology	1	7.1
Unspecified	1	7.1
Total	14	100.0

*Number of majors = 8.

**Total does not equal 100.0 percent due to rounding.

TABLE XXIV

PLANNED PURSUIT OF FUTURE COURSEWORK BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Plans for Future Coursework (and Type)	Number of Instructors	Percentage of Instructors*
Yes (N = 26, 31.7%)		
Sociology	9	11.0
Education	7	8.5
Psychology	2	2.4
Social work	2	2.4
Sociology and education	2	2.4
Anthropology	1	1.2
Counseling	1	1.2
Health	1	1.2
Theology	1	1.2
No (N = 56, 68.3%)	56	68.3
Total	82	100.0

*Total does not equal 100.0 percent due to rounding.

(8.5 percent). Other areas of planned study reported by more than one respondent included psychology (2.4 percent), social work (2.4 percent), and sociology and education combined (2.4 percent).

Item 28 of the questionnaire requested information regarding the planned pursuit of future degrees. Eleven (13.4 percent) of the 82 instructors responding to the survey reported plans to pursue a future degree. Of these, four (36.4 percent) planned to pursue the Doctor of Education degree. The second most popular type of planned degree was the Doctor of Philosophy degree which was reported as a choice by three respondents (27.3 percent). Other choices included plans to pursue the Doctor of Arts degree (9.1 percent), the Doctor of Ministry degree (9.1), the Doctor of Social Work degree (9.1 percent), and the Master of Arts degree (9.1 percent). This information is illustrated in Table XXV.

A further examination of Table XXV shows that, among the instructors who planned the pursuit of a future degree, the most preferred majors in order of preference were sociology (27.3 percent), college teaching (18.2 percent), and counseling (18.2 percent). It is interesting to note that, while sociology was the single most preferred major that was planned, the combined planned majors within the discipline of education accounted for the largest number of instructors (36.4 percent).

Research Question II-B

This research question sought to obtain information about the sociology instructors concerning years of teaching

TABLE XXV

PLANNED PURSUIT OF FUTURE DEGREES BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS AS SHOWN BY TYPE OF DEGREES AND INTENDED MAJORS
(N = 11)

Type of Planned Degree	Number of Instructors	Percentage of Instructors*
Doctor of Education	4	36.4
Doctor of Philosophy	3	27.3
Doctor of Arts	1	9.1
Doctor of Ministry	1	9.1
Doctor of Social Work	1	9.1
Master of Arts	1	9.1
Total	11	100.0
Intended Major	**Number of Instructors**	**Percentage of Instructors***
Sociology	3	27.3
College teaching	2	18.2
Counseling	2	18.2
Higher education	1	9.1
Higher education administration	1	9.1
Psychology	1	9.1
Social work	1	9.1
Total	11	100.0

*Total does not equal 100.0 percent due to rounding.

experience at public schools, community colleges, and senior colleges or universities. Item 29 of the questionnaire was used to acquire this information.

Teaching experience at various levels.--As shown in Table XXVI, the majority of instructors surveyed (63.4 percent) had no public school teaching experience. However, 26.8 percent of the respondents did report one to five years of such experience and another 8.5 percent had six to ten years of experience in the public schools. The mean amount of teaching experience at the public school level for all instructors as a group was 1.4 years.

Table XXVI also shows that one-half (50.0 percent) of the teachers studied had taught at the senior college or university level. In this regard, 39.0 percent of the respondents had one to five years of such experience and 7.3 percent reported six to ten years of experience. The mean amount of teaching experience at the senior college or university level for all instructors was 2.0 years.

The mean amount of teaching experience for all instructors at community colleges was 9.9 years. The largest proportion of instructors, 37.8 percent, had six to ten years of such experience. Another one-third of the respondents (31.7 percent) reported eleven to fifteen years of teaching experience at this level.

TABLE XXVI

YEARS OF TEACHING EXPERIENCE AT THE PUBLIC SCHOOL, COMMUNITY COLLEGE, AND SENIOR COLLEGE OR UNIVERSITY LEVELS POSSESSED BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Years of Teaching Experience	Level of Teaching Experience					
	Public School*		Community College		Senior College or University*	
	Number	Percent	Number	Percent	Number	Percent
0	52	63.4	. .	. .	41	50.0
1-5	22	26.8	16	19.5	32	39.0
6-10	7	8.5	31	37.8	6	7.3
11-15	1	1.2	26	31.7	1	1.2
16-20	. .	. .	8	9.8	1	1.2
21+	. .	. .	1	1.2	1	1.2
Total	82	100.0	82	100.0	82	100.0
Mean	1.4		9.9		2.0	

*Total does not equal 100.0 percent due to rounding

Table XXVII contains summary data on the total teaching experience of the faculty members surveyed in terms of levels and years. With regard to levels of teaching experience, the largest proportion of instructors, 37.8 percent, possessed both community college and senior college or university experience. The second most prevalent group of respondents (28.0 percent) had only community college experience. Of the instructors, 19.5 percent had taught at

TABLE XXVII

SUMMARY DATA REGARDING TOTAL TEACHING EXPERIENCE OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS AS SHOWN BY LEVELS AND YEARS (N = 82)

Level of Total Teaching Experience	Number of Instructors	Percentage of Instructors**
Community college only	23	28.0
Community college and public school	16	19.5
Community college and senior college or university	31	37.8
All three educational levels	12	14.6
Total	82	100.0

Length of Total Teaching Experience*	Number of Instructors	Percentage of Instructors**
1-5 years	9	11.0
6-10 years	24	29.3
11-15 years	22	26.8
16-20 years	17	20.7
21-25 years	7	8.5
26-30 years	2	2.4
31+ years	1	1.2
Total	82	100.0

*Mean = 13.3.

**Total does not equal 100.0 percent due to rounding.

both community college and public school levels and 14.6 percent reported experience at all three levels.

A further examination of Table XXVII reveals that the range of total teaching experience among the instructors varied from one to thirty-one-plus years. The largest proportion of respondents, 29.3 percent, reported six to ten years of total career experience while the second largest group, 26.8 percent, had taught eleven to fifteen years. The mean amount of total teaching experience for all instructors was 13.3 years.

Research Question II-C

Research Question II-C focused on obtaining data concerning the numbers and types of college courses taught by the instructors both currently and in the past. This information was obtained through the use of items 30 and 31 of the questionnaire.

College courses taught currently and in the past.--In regard to current courses taught by the instructors, the respondents reported teaching twenty different courses during the semester (or term) in which the study was conducted. Thirteen (65.0 percent) of the twenty courses taught were in sociology, four (20.0 percent) were in the related disciplines of anthropology and social work (which are often taught in college sociology departments), and

three (15.0 percent) were taught by only one respondent each in the disciplines of geography, history, and psychology.

At the time the study was conducted, the three courses taught by the largest proportions of instructors were Introductory Sociology (92.7 percent), Social Problems (51.2 percent), and Marriage and the Family (31.7 percent). Criminology and American Minorities or Race and Ethnic Relations were next in order of popularity as taught by 7.3 percent and 6.1 percent of the instructors, respectively. The information regarding these and other courses taught by the instructors concurrent with the study is presented in Table XXVIII.

An examination of Table XXIX reveals both the numbers and types of different course preparations and combinations that were taught by members of the targeted population at the time of the study. The number of course preparations taught by the instructors ranged from one (13.4 percent) to five (3.7 percent) with the mean being 2.2 preparations. The largest proportion of respondents, 62.2 percent, reported teaching two preparations.

In regard to the specific course combinations that were taught, the most prevalent combination, as reported by 29.3 percent of the instructors, was Introductory Sociology and Social Problems. Other reported course combinations

TABLE XXVIII

COURSES CURRENTLY TAUGHT BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Course Being Taught*	Number of Instructors	Percentage of Instructors
Introductory Sociology	76	92.7
Social Problems	42	51.2
Marriage and the Family	26	31.7
Criminology	6	7.3
American Minorities or Race and Ethnic Relations	5	6.1
Introductory Anthropology	5	6.1
Introductory Psychology	4	4.9
Introduction to Special Work	3	3.7
Social Psychology	2	2.4
Social Research Methods	2	2.4
American History	1	1.2
Drugs and Drug Abuse	1	1.2
Human Sexuality	1	1.2
Juvenile Delinquency	1	1.2
Physical Anthropology	1	1.2
Principals of Geography	1	1.2
Social Institutions	1	1.2
Social Work Practicum	1	1.2

TABLE XXVIII--Continued

Course Being Taught*	Number of Instructors	Percentage of Instructors
Sociology of Death and Dying	1	1.2
Statistics	1	1.2

*Number of different courses taught = 20.

included Introductory Sociology and Marriage and the Family (12.2 percent) and Introductory Sociology, Marriage and the Family, and Social Problems (6.1 percent). In all, thirty different course combinations were being taught by the instructors at the time the study was conducted.

Table XXX shows the college teaching experience of the population that was investigated in terms of the numbers and types of college course sections its members had taught during the course of their careers.

The instructors surveyed had the most experience with the Introductory Sociology course. The range of teaching experience varied from 17.1 percent of the respondents who had taught 1 to 25 career sections in this course to 2.4 percent who had instructed in over 175 course sections. Among the instructors who participated in the study, the mean number of career course sections taught in Introductory Sociology was 69.6 sections.

TABLE XXIX

COURSE PREPARATIONS AND COURSE COMBINATIONS CURRENTLY TAUGHT BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Preparations and Combinations*	Number of Instructors	Percentage of Instructors
One preparation (N = 11, 13.4%)		
Introductory Sociology	9	11.0
Criminology	1	1.2
Marriage and the Family	1	1.2
Two preparations (N = 51, 62.2%)		
Introductory Sociology and Social Problems	24	29.3
Introductory Sociology and Marriage and the Family	10	12.2
Introductory Sociology and Criminology	3	3.7
Marriage and the Family and Introductory Psychology	2	2.4
Introductory Sociology and American History	1	1.2
Introductory Sociology and American Minorities or Race and Ethnic Relations	1	1.2
Introductory Sociology and Drugs and Drug Abuse	1	1.2
Introductory Sociology and Human Sexuality	1	1.2

TABLE XXIX--Continued

Preparations and Combinations*	Number of Instructors	Percentage of Instructors
Introductory Sociology and Introductory Anthropology	1	1.2
Introductory Sociology and Introductory Psychology	1	1.2
Introductory Sociology and Introduction to Social Work	1	1.2
Introductory Sociology and Principles of Geography	1	1.2
Introductory Sociology and Social Research Methods	1	1.2
Introductory Sociology and Social Work Practicum	1	1.2
Marriage and the Family and Criminology	1	1.2
Social Problems and Marriage and the Family	1	1.2
Three preparations (N = 15, 18.3%)		
Introductory Sociology, Social Problems, and Marriage and the Family	5	6.1
Introductory Sociology, Social Problems, and American Minorities or Race and Ethnic Relations	2	2.4

TABLE XXIX--Continued

Preparations and Combinations*	Number of Instructors	Percentage of Instructors
Introductory Sociology, Social Problems, and Introductory Anthropology	2	2.4
Introductory Sociology, Introduction to Social Work, and Sociology of Death and Dying	1	1.2
Introductory Sociology, Marriage and the Family, and American Minorities or Race and Ethnic Relations	1	1.2
Introductory Sociology, Marriage and the Family, and Introductory Anthropology	1	1.2
Introductory Sociology, Social Problems, and Introductory Anthropology	1	1.2
Introductory Sociology, Social Problems, and Social Psychology	1	1.2
Introductory Sociology, Social Problems, and Social Research Methods	1	1.2
Four preparations (N = 2, 2.3%)		
Introductory Sociology, Social Problems, Marriage and the Family, and Juvenile Delinquency	1	1.2

TABLE XXIX--Continued

Preparations and Combinations*	Number of Instructors	Percentage of Instructors**
Introductory Sociology, Social Problems, Marriage and the Family, and American Minorities or Race and Ethnic Relations	1	1.2
Five preparations (N = 3, 3.7%)		
Introductory Sociology, Social Problems, Introduction to Social Work, Criminology, and Social Institutions	1	1.2
Introductory Sociology, Social Problems, Marriage and the Family, Introductory Psychology, and Physical Anthropology	1	1.2
Introductory Sociology, Social Problems, Marriage and the Family, Social Psychology, and Statistics	1	1.2
Total	82	100.0

Mean = 2.2.

*Number of different course combinations = 30.

**Total does not equal 100.0 percent due to rounding.

The second most represented course, from the standpoint of career experience, was Social Problems. Although 7.3 percent of the respondents had no experience with this

TABLE XXX

COLLEGE TEACHING EXPERIENCE OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS AS SHOWN BY THE NUMBERS AND TYPES OF COLLEGE COURSE SECTIONS TAUGHT DURING CAREER (N = 82)

Number of Sections Taught During Career	Type of Sections Taught							
	Introductory Sociology		Social Problems		Marriage & the Family		Other Courses	
	N	%	N	%	N	%	N	%
0	1	1.2	6	7.3	13	15.8	13	15.8
1-25	14	17.1	55	67.1	59	72.0	55	67.1
26-50	26	31.7	18	22.0	8	9.8	14	17.1
51-75	8	9.8	2	2.4	1	1.2	. .	. .
76-100	14	17.1	. .	. .	. .	. .	. .	. .
101-125	7	8.5	1	1.2	. .	. .	. .	. .
126-175	6	7.3	. .	. .	1	1.2	. .	. .
151-175	4	4.9	. .	. .	. .	. .	. .	. .
176+	2	2.4	. .	. .	. .	. .	. .	. .
Total	82	100.0	82	100.0	82	100.0	82	100.0
Mean	69.6		19.8		13.6		13.4	

course, 3.7 percent had taught at least 51 course sections. The largest proportion of instructors, 67.1 percent, had taught one to twenty-five sections. The mean number of career course sections taught by all instructors in Social Problems was 19.8 sections.

The Marriage and the Family course was third in popularity in terms of career sections taught by instructors. Only 15.8 percent of the respondents lacked teaching experience with this course. By contrast, 1.2 percent had taught 126 to 150 course sections in this subject. The large majority of instructors, 72.0 percent, had taught 1 to 25 sections. The mean number taught by all instructors in this subject was 13.6 course sections.

In regard to other courses taught (in addition to the three previously mentioned), approximately two-thirds of the respondents (67.1 percent) had taught 1 to 25 course sections. The mean number of such courses taught by all instructors was 13.4 sections.

An examination of Table XXXI reveals the total college teaching experience of the population studied in terms of the overall number of career course sections taught at the college level. In this regard, the instructors surveyed ranged in total college teaching experience from 1.2 percent who had taught only 10 course sections to 1.2 percent who had instructed in over 250 total sections. The largest proportion of respondents, 37.8 percent, had taught 51 to 100 career sections. The second largest group of instructors (23.2 percent) reported experience consisting of 101 to 150 sections taught. The mean number of total career sections taught by the instructors who participated in the study was 116.5 course sections.

TABLE XXXI

TOTAL COLLEGE TEACHING EXPERIENCE OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS AS SHOWN BY THE OVERALL NUMBER OF COLLEGE COURSE SECTIONS TAUGHT DURING CAREER (N = 82)

Total Number of Sections Taught	Number of Instructors	Percentage of Instructors
1-50	10	12.2
51-100	31	37.8
101-150	19	23.2
151-200	14	17.1
201-250	7	8.5
250+	1	1.2
Total	82	100.0

Mean = 116.5.

CHAPTER V

ANALYSIS OF THE DATA: TEACHING AND OTHER PROFESSIONAL PRACTICES

Introduction

What follows is a continuation of the analysis that was begun in Chapter IV. In that chapter, it was explained that this study was focused on obtaining a comprehensive, descriptive profile on sociology faculty employed by public community colleges in the State of Texas. Toward this end, research questions were formulated in three categories; demographics, academic and professional preparation, and teaching and other professional practices. The previous chapter concerned itself with an analysis of the data derived from the study in the categories of demographics and academic and professional preparation.

The format followed in that analysis consisted of a three-step treatment of each section of the category of data that was addressed. First, there was a statement of the pertinent research question to be answered by the findings. This was followed by a written discussion of the data that were obtained. Finally, the data that had been discussed were presented in tabular form.

This chapter represents an analysis of the data listed at the beginning of this volume (in Chapter I) under the heading of Category Three: Teaching and Other Professional Practices. As such, the following pages make use of the same format for analysis as used in the previous chapter.

Research Findings: Teaching and Other Professional Practices

The third category of research questions included in the study was concentrated on the teaching and other professional practices of the sociology instructors surveyed. These questions are numbered III-A through III-H.

Research Question III-A

This research question sought to obtain data on the teaching methods used by the population under investigation and the average percentages of course time devoted to them. Item 32 of the questionnaire was used to obtain this information.

Teaching methods.--As illustrated in Tables XXXII and XXXIII, the most widely used instructional approach among the instructors surveyed was the lecture method. At the time of the study, 97.6 percent of the instructors were using this approach. The extent of use for the lecture ranged from 1.2 percent who used it 1 to 10 percent of the time to 2.4 percent of the instructors who devoted

TABLE XXXII

PERCENTAGE OF COURSE TIME DEVOTED TO DIFFERENT TEACHING METHODS BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Percentage of Course Time Devoted to Teaching Method	Teaching Method													
	Lecture*		Discussion*		Team Teaching		Small Groups		Individualized Inst.*		Experiential Learning		Integrated Use of Multi-Media	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	2	2.4	5	6.1	77	93.3	46	56.1	68	82.9	48	58.5	22	26.8
1-10	1	1.2	13	15.8	3	3.7	29	35.4	12	14.6	28	34.2	45	54.9
11-20	2	2.4	27	32.9	2	2.4	5	6.1	. .	. .	5	6.1	14	17.1
21-30	4	4.9	20	24.4	. .	. .	2	2.4	1	1.2	1	1.2	1	1.2
31-40	11	13.4	6	7.3	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
41-50	13	15.8	9	11.0	. .	. .	. .	. .	1	1.2	. .	. .	. .	. .
51-60	16	19.5	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
61-70	16	19.5	1	1.2	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
71-80	12	14.6	1	1.2	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
81-90	3	3.7	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
91-100	2	2.4	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .

TABLE XXXII--Continued

Percentage of Course Time Devoted to Teaching Method	Teaching Method													
	Lecture*		Discussion*		Team Teaching		Small Groups		Individ-ualized Inst.*		Experi-ential Learning		Integrated Use of Multi-Media	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total	82	100.0	82	100.0	82	100.0	82	100.0	82	100.0	82	100.0	82	100.0
Mean	58.6		23.2		.7		4.5		2.0		3.9		7.0	

*Total does not equal 100.0 percent due to rounding.

91 to 100 percent of the total course time to this method. The mean percentage of total course time devoted to this approach by all respondents was 58.6 percent.

TABLE XXXIII

RANK ORDER UTILIZATION OF DIFFERENT TEACHING METHODS BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Teaching Method	Number of Instructors Using Method	Percentage of Instructors Using Method	Mean Percentage of Course Time Devoted to Method by all Instructors
Lecture	80	97.6	58.6
Discussion	77	93.9	23.2
Integrated use of multi-media	60	73.2	7.0
Small groups	36	43.9	4.5
Experiential learning	34	41.5	3.9
Individualized instruction	14	17.1	2.0
Team teaching	5	6.1	.7

The second most popular teaching method, as used by 93.9 percent of the teachers, was the discussion approach. The largest proportion of faculty members surveyed, 32.9 percent, used this method 11 to 20 percent of the time. The mean amount of course time spent in discussion, as reported by all instructors, was 23.2 percent.

The third most widespread instructional method involved the integrated use of multi-media by 73.2 percent of the instructors. The largest proportion of respondents, 54.9 percent, reported using this approach 1 to 10 percent of the time. According to the responses of all instructors who participated in the study, the mean amount of course time devoted to this method was 7.0 percent.

Four other teaching methods were reported by members of the targeted population. Each of these instructional approaches was used by fewer than one-half of the instructors surveyed. The most popular of these methods was the small groups approach which was used by 43.9 percent of the instructors. The other three teaching methods reported, listed in their order of utilization, were experiential learning (41.5 percent), individualized instruction (17.1 percent), and team teaching (6.1 percent).

The numbers and combinations of different teaching methods employed by members of the population studied are presented in Table XXXIV. The number of teaching methods employed by the instructors ranged from 2.4 percent who used only one method to 7.3 percent who reported using six methods of instruction. The largest number of respondents, 31.7 percent, used four different instructional methods in their teaching. The mean number of teaching methods reported by all instructors was 3.7 methods.

TABLE XXXIV

NUMBERS AND COMBINATIONS OF DIFFERENT TEACHING METHODS EMPLOYED BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Number and Combination of Teaching Methods*	Number of Instructors	Percentage of Instructors
One method (N = 2, 2.4%)		
Lecture	2	2.4
Two methods (N = 9, 11.0%)		
Lecture and discussion	8	9.8
Lecture and small groups	1	1.2
Three methods (N = 24, 29.3%)		
Lecture, discussion, and integrated use of multi-media	15	18.3
Lecture, discussion, and small groups	3	3.7
Lecture, discussion, and individualized instruction	2	2.4
Discussion, experiential learning, and integrated use of multi-media	1	1.2
Lecture, discussion, and team teaching	1	1.2

TABLE XXXIV--Continued

Number and Combination of Teaching Methods*	Number of Instructors	Percentage of Instructors
Lecture, experiential learning, and integrated use of multi-media	1	1.2
Lecture, integrated use of multi-media, and team teaching	1	1.2
Four methods (N = 26, 31.7%)		
Lecture, discussion, small groups, and integrated use of multi-media	9	11.0
Lecture, discussion, experiential learning, and integrated use of multi-media	8	9.8
Lecture, discussion, individualized instruction, and integrated use of multi-media	3	3.7
Lecture, discussion, small groups, and experiential learning	3	3.7
Lecture, discussion, individualized instruction, and experiential learning	2	2.4

TABLE XXXIV--Continued

Number and Combination of Teaching Methods*	Number of Instructors	Percentage of Instructors
Discussion, team teaching, experiential learning, and integrated use of multi-media	1	1.2
Five methods (N = 15, 18.3%)		
Lecture, discussion, small groups, experiential learning, and integrated use of multi-media	11	13.4
Lecture, discussion, team teaching, small groups, and integrated use of multi-media	2	2.4
Lecture, discussion, individualized instruction, experiential learning, and integrated use of multi-media	1	1.2
Lecture, discussion, small groups, individualized instruction, and integrated use of multi-media	1	1.2
Six methods (N = 6, 7.3%)		

TABLE XXXIV--Continued

Number and Combination of Teaching Methods*	Number of Instructors	Percentage of Instructors**
Lecture, discussion, small groups, individualized instruction, experiential learning, and integrated use of multi-media	5	6.1
Lecture, discussion, team teaching, small groups, experiential learning, and integrated use of multi-media	1	1.2
Total	82	100.0

Mean = 3.7.

*Number of combinations = 21

**Total does not equal 100.0 percent due to rounding

When the combinations of different teaching methods used by the instructors were analyzed, the results showed a large amount of diversity in the number of combinations utilized. This is illustrated by the fact that the eighty-two instructors participating in the study reported the use of twenty-one different combinations of teaching methods. However, some patterns of teaching method combinations did emerge in the analysis.

The most widespread combination of teaching methods, as utilized by 18.3 percent of the instructors, was a three method combination which consisted of lecture, discussion, and the integrated use of multi-media. The second most prevalent combination, used by 13.4 percent, involved the five methods of lecture, discussion, small groups, experiential learning, and the integrated use of multi-media. Two other combinations of teaching methods were each used by 9.8 percent of the respondents; the two method combination of lecture and discussion and the four method combination of lecture, discussion, experiential learning, and the integrated use of multi-media.

Research Question III-B

Research Question III-B was concerned with acquiring data on the teaching techniques used by the population studied and the extent to which they were employed. Item 33 of the questionnaire was used to obtain this information.

Teaching techniques.--In item 33 of the questionnaire, respondents were asked to check off an open-ended list of teaching techniques or aids that were sometimes utilized by sociology instructors. Specifically, they were requested to address each technique on the list as well as others they could additionally specify in terms of extensive use (three or more times per term), occasional use (once or

twice per term), or no use (did not use at all). The analysis of the data concerning this portion of the study is illustrated in Tables XXXV, XXXVI, and XXXVII.

An examination of Table XXV reveals that, in regard to the instructors surveyed, twenty-nine different teaching techniques were being employed at the time the study was conducted. Twenty-five of these techniques were used "extensively" and twenty-seven techniques were used "occasionally" by the group of instructors who completed the questionnaire.

Under the heading of extensive use, the instructional techniques used by the largest numbers of instructors were controversial issues (58.5 percent), current events through the use of newspapers and magazines (58.5 percent), and films (57.3 percent). The least popular techniques in this category, as reported by the smallest number of respondents, included fictional literature (1.2 percent), programmed learning or automated teaching (1.2 percent), and socratic dialogue (1.2 percent).

A further examination of Table XXXV shows the analysis of the data concerning teaching techniques used occasionally by the teachers. Of the twenty-seven techniques used to this extent by the research participants, the most prevalent ones reported were graphs and charts (58.5 percent), guest speakers (58.5 percent), and questionnaires and surveys (50.0 percent). Those used by the smallest numbers of

TABLE XXXV

EXTENT TO WHICH DIFFERENT TEACHING TECHNIQUES WERE EMPLOYED BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Teaching Techinque	Extent of Teaching Technique Use							
	Extensive		Occasional		No Use		Total	
	N	%	N	%	N	%	N	%
Audio-tapes	13	15.8	39	47.6	30	36.6	82	100.0
Behavioral objectives	31	37.8	19	23.2	32	39.0	82	100.0
Computer-assisted instruction	2	2.4	9	11.0	71	86.6	82	100.0
Controversial issues*	48	58.5	23	28.0	11	13.4	82	100.0
Current events through the use of newspapers and magazines	48	58.5	26	31.7	8	9.8	82	100.0
Debates	4	4.9	35	42.7	43	52.4	82	100.0
Fictional literature*	1	1.2	38	46.3	43	52.4	82	100.0
Field experience or trips	2	2.4	41	50.0	39	47.6	82	100.0
Films*	47	57.3	23	28.0	12	14.6	82	100.0
Graphs and charts	15	18.3	48	58.5	19	23.2	82	100.0
Group projects	18	22.0	37	45.1	27	32.9	82	100.0

TABLE XXXV--Continued

Teaching Technique	Extent of Teaching Technique Use							
	Extensive		Occasional		No Use		Total	
	N	%	N	%	N	%	N	%
Guest speakers	14	17.1	48	58.5	20	24.4	82	100.0
Modules	. .	. .	20	24.4	62	75.6	82	100.0
Participant observation	3	3.7	26	31.7	53	64.6	82	100.0
Photographic projects*	. .	. .	13	15.8	69	84.1	82	100.0
Programmed learning automated teaching*	1	1.2	12	14.6	69	84.1	82	100.0
Questionnaires and surveys	2	2.4	41	50.0	39	47.6	82	100.0
Role playing or sociodrama	7	8.5	30	36.6	45	54.9	82	100.0
Self-paced study*	2	2.4	23	28.0	57	69.5	82	100.0
Simulation or games	3	3.7	31	37.8	48	58.5	82	100.0
Slides	6	7.3	46	56.1	30	36.6	82	100.0
Socratic dialogue	1	1.2	. .	. .	81	98.8	82	100.0
Socially deviant or controversial guest speakers	. .	. .	40	48.8	42	51.2	82	100.0

TABLE XXXV--Continued

Teaching Technique**	Extent of Teaching Technique Use							
	Extensive		Occasional		No Use		Total	
	N	%	N	%	N	%	N	%
Student class assistants	. .	. .	7	8.5	75	91.5	82	100.0
Student social research exercises	3	3.7	38	46.3	41	50.0	82	100.0
Televised instruction or presentations	7	8.5	32	39.0	43	52.4	82	100.0
Transparencies	1	1.2	. .	. .	81	98.8	82	100.0
Values clarification	6	7.3	35	42.7	41	50.0	82	100.0
Video-tapes*	14	17.1	44	53.7	24	29.3	82	100.0

*Total does not equal 100.0 percent due to rounding.

**Number of teaching techniques = 29.

instructors were programmed learning or automated teaching (14.6 percent), computer-assisted instruction (11.0 percent), and student class assistants (8.5 percent)

Table XXXVI illustrates the numbers and combinations of different teaching techniques used "extensively" by the sociology instructors. In regard to the number of such techniques used, the responses ranged from 14.6 percent of the instructors who were using only one technique to 4.9 percent who reported using eight of them. The largest group of respondents, 22.0 percent, reported the extensive use of four teaching techniques. The mean number of such techniques used by all instructors at the time of the study was 3.6 techniques.

Forty-seven different combinations of teaching techniques used "extensively" were reported by the eighty-two instructors who responded. While an immense diversity of individual teaching styles and instructional preferences was apparent, a few patterns did emerge from the analysis. The most prevalent pattern of extensively used instructional techniques, as reported by 7.3 percent of the instructors, was the four technique combination of controversial issues, current events through the use of newspapers and magazines, films, and guest speakers. Second in popularity, as used by 4.8 percent of the respondents, was the three technique combination of behavioral objectives, controversial issues,

TABLE XXXVI

NUMBERS AND COMBINATIONS OF DIFFERENT TEACHING TECHNIQUES USED EXTENSIVELY (THREE OR MORE TIMES PER TERM) BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Number and Combination of Teaching Techniques*	Number of Instructors	Percentage of Instructors
One technique (N = 12, 14.6%)		
Behavioral objectives	3	3.7
Current events through the use of newspapers and magazines	3	3.7
Controversial issues	2	2.4
Films	2	2.4
Group projects	2	2.4
Two techniques (N=13, 15.8%)		
Controversial issues and films	3	3.7
Behavioral objectives and current events through the use of newspapers and magazines	2	2.4
Graphs and charts and video-tapes	2	2.4
Audio-tapes and controversial issues	1	1.2
Behavioral objectives and computer-assisted instruction	1	1.2
Behavioral objectives and films	1	1.2

TABLE XXXVI--Continued

Number and Combination of Teaching Techniques*	Number of Instructors	Percentage of Instructors
Controversial issues and current events through the use of newspapers and magazines	1	1.2
Current events through the use of newspapers and magazines, and films	1	1.2
Current events through the use of newspapers and magazines and graphs and charts	1	1.2
Three techniques (N = 17, 20.7%)		
Behavioral objectives, controversial issues, and current events through the use of newspapers and magazines	4	4.9
Films, group projects, and role-playing for socio-drama	3	3.7
Behavioral objectives, films, and group projects	2	2.4
Controversial issues, current events through the use of newspapers and magazines, and films		
Current events through the use of newspapers and magazines, films, and slides	2	2.4

TABLE XXXVI--Continued

Number and Combination of Teaching Techniques*	Number of Instructors	Percentage of Instructors
Audio-tapes, behavioral objectives, and group projects	1	1.2
Films, graphs and charts, and role-playing for sociodrama	1	1.2
Films, slides, and video-tapes	1	1.2
Films, televised instruction or presentations, and video-tapes	1	1.2
Four techniques (N = 18, 22.0%)		
Controversial issues, current events through the use of newspapers and magazines, films, and guest speakers	6	7.3
Behavioral objectives, controversial issues, current events, through the use of newspapers and magazines, and films	2	2.4
Controversial issues, current events through the use of newspapers and magazines, group projects, and guest speakers	2	2.4
Audio-tapes, behavioral objectives, films, and graphs and charts	1	1.2

TABLE XXXVI--Continued

Number and Combination of Teaching Techniques*	Number of Instructors	Percentage of Instructors
Audio-tapes, controversial issues, current events, through the use of newspapers and magazines, and graphs and charts	1	1.2
Computer-assisted instruction, films, guest speakers, and video-tapes	1	1.2
Controversial issues, current events through the use of newspapers and magazines, student social research, and values clarification	1	1.2
Controversial issues, films, graphs and charts, and role-playing or sociodrama	1	1.2
Controversial issues, films, values clarification, and video-tapes	1	1.2
Current events, fictional literature, films, and role-playing or sociodrama	1	1.2
Films, graphs and charts, televised instruction or presentations, and video-tapes	1	1.2
Five techniques (N = 7, 8.5%)		
Audio-tapes, behavioral objectives, controversial issues, current events through the use of newspapers and magazines, and televised instruction or presentations	2	2.4

TABLE XXXVI--Continued

Number and Combination of Teaching Techniques*	Number of Instructors	Percentage of Instructors
Controversial issues, current events through the use of newspapers and magazines, films, slides, and video-tapes	2	2.4
Audio-tapes, behavioral objectives, controversial issues, field experience on trips, and films	1	1.2
Audio-tapes, current events through the use of news-papers and magazines, films, guest speakers, and self-paced study	1	1.2
Behavioral objectives, controversial issues, current events through the use of newspapers and magazines, graphs and charts, and transparencies	1	1.2
Six techniques (N = 6, 7.3%)		
Audio-tapes, controversial issues, current events through the use of news-papers and magazines, films, group projects, and video-tapes	2	2.4
Audio-tapes, behavioral objectives, controversial issues, current events through the use of news-papers and magazines, debates, and field experience	1	1.2

TABLE XXXVI--Continued

Number and Combination of Teaching Techniques*	Number of Instructors	Percentage of Instructors
Audio-tapes, controversial issues, current events through the use of newspapers and magazines, films, graphs and charts, and group projects	1	1.2
Behavioral objectives, controversial issues, current events through the use of newspapers and magazines, films, simulation or games, and slides	1	1.2
Controversial issues, current events through the use of newspapers and magazines, role-playing or sociodrama, televised instruction or presentations, and values clarification	1	1.2
Seven techniques (N = 5, 6.1%)		
Behavioral objectives, controversial issues, current events through the use of newspapers and magazines, films, graphs and charts, group projects, and guest speakers	2	2.4
Behavioral objectives, controversial issues, Current events through the use of newspapers and magazines, debates, guest speakers, values clarification, and video-tapes	1	1.2

TABLE XXXVI--Continued

Number and Combination of Teaching Techniques*	Number of Instructors	Percentage of Instructors
Behavioral objectives, controversial issues, current events through use of newspapers and magazines, graphs and charts, socratic dialogue, televised instruction or presentations, and values clarification	1	1.2
Controversial issues, films, group projects, participant observation, questionnaires and surveys, student social research, and values clarification	1	1.2
Eight techniques (N = 4, 4.9%)		
Audio-tapes, behavioral objectives, controversial issues, current events through the use of newspapers and magazines, films, graphs and charts, group projects, and simulation or games	1	1.2
Behavioral objectives, controversial issues, current events through the use of newspapers and magazines, debates, films, programmed learning or automated instruction, questionnaires and surveys, and video-tapes	1	1.2

TABLE XXXVI--Continued

Number and Combination of Teaching Techniques*	Number of Instructors	Percentage of Instructors**
Behavioral objectives, controversial issues, current events through the use of newspapers and magazines, debates, graphs and charts, participant observation, self-paced study, and student social research	1	1.2
Behavioral objectives, controversial issues, films, group projects, guest speakers, participant observation, televised instruction or presentations, and video-tape	1	1.2
Total	82	100.0

Mean = 3.6.

*Number of combinations = 47.

**Total does not equal 100.0 percent due to rounding.

and current events through the use of newspapers and magazines. Two additional combinations were each used by 3.7 percent of the teachers; the three technique combination of films, group projects, and role-playing or sociodrama and the two technique combination of controversial issues and films.

TABLE XXXVII

NUMBERS OF DIFFERENT TEACHING TECHNIQUES EMPLOYED BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS AS SHOWN BY THE COMBINED CATEGORIES OF EXTENSIVE AND OCCASIONAL USE
(N = 82)

Overall Number of Teaching Techniques	Number of Instructors	Percentage of Instructors*
1-5	6	7.3
6-10	18	22.0
11-15	25	30.5
16-20	25	30.5
21-25	8	9.8
Total	82	100.0

Mean = 13.6.

*Total does not equal 100.0 percent due to rounding.

An examination of Table XXXVI shows the overall number of different teaching techniques utilized by the instructors in their teaching (using the combined categories of extensive and occasional use). In this regard, 22.0 percent of the instructors were using six to ten total techniques, 30.5 percent reported eleven to fifteen techniques, and another 30.5 percent were employing sixteen to twenty different techniques in their teaching. The mean number of total techniques used by all respondents was 13.6 techniques.

Research Question III-C

This research question focused on the pursuit of information regarding the theoretical perspectives in sociology used by the subjects of the investigation along with the extent to which such perspectives were used. This information was obtained through the use of items 34 and 35 of the questionnaire.

Sociological perspectives used in instruction.--The results of the analysis revealed that the majority of instructors, 57.3 percent, were not using a particular sociological perspective or perspectives at the time of the study. Of the eighty-two instructors surveyed, the largest proportion of those using such a perspective, 26.8 percent, were using conflict theory. Two other perspectives that were almost as popular, structural functionalism and symbolic interactionism, were used by 25.6 and 20.7 percent of the instructors, respectively. The least used perspective, as reported by 2.4 percent of the respondents, was exchange theory. This information is presented in Table XXXVIII.

Table XXXIX shows the numbers and combinations of different sociological perspectives emphasized by the research participants in their teaching. In regard to those instructors who used such a perspective or perspectives, the numbers ranged from 23.2 percent who used only one to 1.2

TABLE XXXVIII

SOCIOLOGICAL PERSPECTIVES EMPHASIZED BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS IN THEIR TEACHING* (N = 82)

Sociological Perspective	Number of Instructors	Percentage of Instructors
None in particular	47	57.3
Conflict theory	22	36.8
Structural functionalism	21	25.6
Symbolic interactionism	17	20.7
Exchange theory	2	2.4
Other	1	1.2

*Totals equal more than 82 and 100.0 percent due to multiple responses by some instructors.

percent who used four perspectives. The mean number of sociological perspectives used in course presentation by all instructors was less than one (.8 perspectives).

Among the eighty-two faculty members surveyed, five different combinations of sociological perspectives were reported. The most prevalent of these combinations, as used by 12.2 percent of the instructors, consisted of conflict theory, structural functionalism, and symbolic interactionism. The only other combination used by more than one instructor (3.7 percent) was comprised of conflict theory and structural functionalism.

TABLE XXXIX

NUMBERS AND COMBINATIONS OF DIFFERENT SOCIOLOGICAL PERSPECTIVES EMPHASIZED BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Number and Combination of Sociological Perspectives*	Number of Instructors	Percentage of Instructors**
None in particular (N = 47, 57.3%)	47	57.3
One perspective (N = 19, 23.2%)		
Conflict theory	7	8.5
Structural functionalism	6	7.3
Symbolic interactionism	5	6.1
Other	1	1.2
Two perspectives (N = 5, 6.1%)		
Structural functionalism and conflict theory	3	3.7
Structural functionalism and exchange theory	1	1.2
Symbolic interactionism and conflict theory	1	1.2
Three perspectives (N = 10, 12.2%)		
Conflict theory, structural functionalism, and symbolic interactionism	10	12.2
Four perspectives (N = 1, 1.2%)		

TABLE XXXIX--Continued

Number and Combination of Sociological Prespectives*	Number of Instructors	Percentage of Instructors**
Conflict theory, exchange theory, structural functionalism, and symbolic interactionism	1	1.2
Total	82	100.0

Mean = .8. *Number of combinations = 5.

**Total does not equal 100.0 percent due to rounding.

Research Question III-D

This research question sought information on the weekly workload of the sociology instructors studied in terms of (1) the total number of hours worked each week and (2) the relative amount of time devoted each week to classroom student contact, contact with students outside the classroom, grading examinations and papers, course preparation, professional reading and writing exclusive of course preparation, work on college committees, sponsorship of extracurricular activities, and other work-related activities. Questionnaire item 36 was used to obtain this information.

Workload.--Table XL shows the number of hours spent each week by the participants of the study in various professional activities. Based upon the responses received,

TABLE XL

NUMBERS OF HOURS SPENT EACH WEEK BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS IN VARIOUS PROFESSIONAL ACTIVITIES
(N = 82)

Hours Spent	Professional Activity															
	Classroom Student Contact*		Contact With Students Outside Classroom		Grading Examinations and Papers		Course Preparation		Reading & Writing Exclusive of Course Prep.		Work on College Committees*		Sponsorship of Extracurricular Activities*		Other Work Related Activities*	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	. .	. .	1	1.2	. .	. .	. .	. .	4	4.9	13	15.8	59	72.0	38	46.3
1-2	. .	. .	4	4.9	23	28.0	3	3.7	14	17.1	47	57.3	18	22.0	14	17.1
3-4	. .	. .	14	17.1	19	23.2	15	18.3	14	17.1	6	7.3	1	1.2	6	7.3
5-6	. .	. .	22	26.8	30	36.6	30	36.6	27	32.9	10	12.2	3	3.7	13	15.8
7-8	. .	. .	3	3.7	2	2.4	7	8.5	. .	. .	2	2.4	. .	. .	2	2.4
9-10	2	2.4	29	35.4	8	9.8	21	25.6	12	14.6	4	4.9	1	1.2	8	9.8
11-12	6	7.3	2	2.4	. .	. .	3	3.7	1	1.2	. .	. .	. .	. .	. .	. .
13-14	. .	. .	. .	. .	. .	. .	. .	. .	1	1.2	. .	. .	. .	. .	. .	. .
15-16	62	75.6	5	6.1	. .	. .	2	2.4	6	7.3	. .	. .	. .	. .	1	1.2
17-18	12	14.6	2	2.4	. .	. .	1	1.2	3	3.7	. .	. .	. .	. .	. .	. .

TABLE XL--Continued

Hours Spent	Professional Activity															
	Classroom Student Contact*		Contact With Students Outside Classroom		Grading Examinations and Papers		Course Preparation		Reading & Writing Exclusive of Course Prep.		Work on College Committees*		Sponsorship of Extracurricular Activities*		Other Work Related Activities*	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total	82	100.0	82	100.0	82	100.0	82	100.0	82	100.0	82	100.0	82	100.0	82	100.0
Mean	15.1		7.5		4.4		6.9		6.2		2.4		.7		2.6	

*Total does not equal 100.0 percent due to rounding.

classroom student contact was the largest component of weekly workload. Three-fourths of the instructors (75.6 percent) devoted fifteen to sixteen hours to this professional activity each week. The second largest group of respondents, 14.6 percent, spent seventeen to eighteen hours in weekly classroom student contact.

In regard to contact with students outside the classroom, the instructors varied in their responses from 1.2 percent who had no contact to 2.4 percent who devoted seventeen to eighteen hours per week to this activity. The largest proportion of teachers, 35.4 percent, spent nine to ten hours each week in contact with students outside the classroom.

The responses regarding time spent each week grading examinations and papers ranged from 29.0 percent of the instructors who spent one to two hours in this activity to 9.8 percent who devoted nine to ten hours weekly to grading. The largest group of respondents, 36.6 percent, reported spending five to six hours each week grading examinations and papers.

Course preparation, like classroom student contact and grading activities, was an integral part of the weekly workload for all the instructors surveyed. Only 3.7 percent of the respondents reported devoting fewer than three to four hours per week to this professional activity. The largest proportion of instructors, 36.6 percent, devoted five to

six hours each week to course preparation. One-fourth of the teachers (25.6 percent) spent nine to ten hours each week in this activity.

With regard to professional reading and writing exclusive of course preparation, all but 4.9 percent of the instructors devoted some time each week to this activity. Although 17.1 percent of the research participants devoted only one to two hours per week to this activity, 11.0 percent engaged in professional reading and writing at least fifteen to sixteen hours per week. The largest group of instructors, 32.9 percent, devoted five to six hours each week to this activity.

Work on college committees was a professional activity engaged in on a weekly basis by all but 15.8 percent of the instructors studied. Among those who did participant in this activity, the responses ranged from one to ten hours weekly. The largest proportion of teachers, 57.3 percent, spent one to two hours each week working on college committees.

The large majority of instructors, 72.0 percent, did not participate in the sponsorship of extracurricular activities as a component of their weekly workload. However, 22.0 percent of all respondents did devote one to two hours per week to this activity.

A slight majority of the faculty members, 53.7 percent, reported spending some time each week in other work-related

activities. The largest proportion of respondents, 17.1 percent, devoted one to two hours each week to such non-specified activities.

In summary, data regarding seven specific and one non-specific components of weekly workload were gathered and tabulated. The results showed that all but one of these workload components, the sponsorship of extracurricular activities (28.0 percent), were engaged in by all or the majority of instructors surveyed. Three components, classroom student contact, course preparation, and grading activities, were included in the weekly workloads of all teachers who responded to the questionnaire.

In terms of the mean amounts of time devoted to various components of weekly workload by all instructors, the results were as follows: Classroom student contact (15.1 hours), contact with students outside the classroom (7.5 hours), grading examinations and papers (4.4 hours), course preparation (6.9 hours), professional reading and writing exclusive of course preparation (6.2 hours), work on college committees (2.4 hours), sponsorship of extracurricular activities (.7 hours), and other work-related activities (2.6 hours). These data are presented in Table XLI.

Table XLII illustrates the workload of the instructors studied in terms of the total number of hours devoted weekly to all professional activities. When the hours spent in all

TABLE XLI

RANK ORDER UTILIZATION OF DIFFERENT WEEKLY WORKLOAD COMPONENTS (PROFESSIONAL ACTIVITIES) BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Professional Activity	Number of Instructors Engaged in Activity	Percentage of Instructors Engaged in Activity	Mean Number of Hours Devoted to Activity by all Instructors
Classroom student contact	82	100.0	15.1
Course preparation	82	100.0	6.9
Grading examinations and papers	82	100.0	4.4
Contact with students outside the classroom	81	98.8	7.5
Reading and writing exclusive of course preparation	78	95.1	6.2
Work on college committees	69	84.1	2.4
Other work-related activities	44	53.7	2.6
Sponsorship of extracurricular activities	23	28.0	.7

such activities were combined, it was found that only 4.9 percent of the instructors reported a weekly workload of less than thirty-six hours. Conversely, 1.2 percent had a workload in excess of seventy hours per week. The largest group of faculty members, 26.8 percent, reported a workload of thirty-six to forty hours. The mean workload for all instructors was 45.8 hours per week.

TABLE XLII

WEEKLY WORKLOADS OF COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS AS SHOWN BY THE TOTAL NUMBER OF HOURS DEVOTED TO ALL PROFESSIONAL ACTIVITIES
(N = 82)

Total Hours Weekly	Number of Instructors	Percentage of Instructors
30-35	4	4.9
36-40	22	26.8
41-45	18	22.0
46-50	17	20.7
51-55	10	12.2
56-60	8	9.8
61-65	1	1.2
66-70	1	1.2
70+	1	1.2
Total	82	100.0

Mean = 45.8.

Research Question III-E

This research question was focused on eliciting data on student evaluation from the research population in regard to the grading reward structures, grading formats, and testing measures used by its members in their teaching. Questionnaire items 37, 38, and 39 were used to obtain this information.

Student evaluation.--In terms of grading reward structures, the overwhelming majority of instructors surveyed, 87.8 percent, were using the percent mastery criterion approach to grading at the time of the study. Other results showed that only 8.5 percent of the respondents used the grading on the curve technique, 6.1 percent made use of contract grading, and 1.2 percent reported the use of a student peer grading approach. As an additional point of information, all but 3.7 percent of the teachers were using only one such reward structure in their grading. This information is presented in Table XLIII.

An examination of Table XLIV reveals that the faculty members studied were using only three different grading formats in their teaching. Overwhelmingly, the most prevalent grading form, as used by 96.3 percent of the instructors, was the A, B, C, D, and F system. The other two formats reported were A, B, C, D, and X (2.4 percent) and A, B, C, and X or no credit (1.2 percent).

TABLE XLIII

GRADING REWARD STRUCTURES EMPLOYED BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS*
(N = 82)

Grading Reward Structure	Number of Instructors	Percentage of Instructors
Percent mastery criterion	72	87.8
Grading on the curve	7	8.5
Contract grading	5	6.1
Grading by student peers	1	1.2

*Totals equal more than 82 and 100.0 percent due to multiple responses by three instructors (3.7 percent). Two instructors (2.4 percent) reported using both percent mastery criterion and grading on the curve and one instructor (1.2 percent) was using both grading on the curve and contract grading.

On item 39 of the questionnaire, respondents were asked to check-off or otherwise specify the testing measures they were using and the extent to which they were using them in the instructional process. For analysis purposes, the categories of "Use to Determine 25 Percent or More of Grade," "Use to Determine 1 to 24 Percent of Grade," and "Do Not Use at All" were established to measure extent of use.

Table XLV shows that, in regard to testing measures used to determine 25 percent or more of the student's grade, the largest proportion of instructors, 68.3 percent, reported using quick-score or objective tests. Second and third in

TABLE XLIV

GRADING FORMATS EMPLOYED BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Grading Format	Number of Instructors	Percentage of Instructors*
A,B,C,D, and F	79	96.3
A,B,C,D, and X or no credit	2	2.4
A,B,C, and X or no credit	1	1.2
Total	82	100.0

*Total does not equal 100.0 percent due to rounding.

terms of instructor use were essay exams (52.4 percent) and term papers or research reports (22.0 percent).

Among the testing measures used to determine 1 to 24 percent of the student's grade, class participation was listed by the largest proportion of respondents (73.2 percent). Next in order of instructor use were class attendance (61.0 percent) and term papers or research reports (52.4 percent).

Several testing measures listed as possible choices were not used at all by a majority of the instructors. These included field reports, homework, nonwritten projects, oral reports or recitations, papers written in class, retests, student discussion with instructor, and workbook completion.

TABLE XLV

EXTENT TO WHICH DIFFERENT TESTING MEASURES WERE EMPLOYED BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS

Testing Measure	Extent of Different Testing Measures Employed							
	25% or More of Grade		1-24% of Grade		Did Not Use		Total	
	N	%	N	%	N	%	N	%
Class attendance	2	2.4	50	61.0	30	36.6	82	100.0
Class participation	1	1.2	60	73.2	21	25.6	82	100.0
Essay examinations*	43	52.4	23	28.0	16	19.5	82	100.0
Field reports	6	7.3	34	41.5	42	51.2	82	100.0
Homework (given weekly, etc.)	1	1.2	22	26.8	59	72.0	82	100.0
Nonwritten projects*	2	2.4	27	32.9	53	64.6	82	100.0
Oral reports or recitations	. .	. .	32	39.0	50	61.0	82	100.0
Papers written in class	4	4.9	22	26.8	56	68.3	82	100.0
Quick-score or objective tests	56	68.3	14	17.1	12	14.6	82	100.0
Retests	7	8.5	18	22.0	57	69.5	82	100.0
Student discussion with instructor	1	1.2	24	29.3	57	69.5	82	100.0

TABLE XLV--Continued

Testing Measure	Extent of Different Testing Measures Employed							
	25% or More of Grade		1-24% of Grade		Did Not Use		Total	
	N	%	N	%	N	%	N	%
Term papers or research reports	18	22.0	43	52.4	21	25.6	82	100.0
Workbook completion	. .	. .	9	11.0	73	89.0	82	100.0

*Total does not equal 100.0 percent due to rounding.

Table XLVI illustrates the numbers and combinations of different testing measures used "extensively" by the population that was studied. In regard to the numbers of such measures used, the responses ranged from one to four measures. The largest group of respondents, 43.9 percent, reported using only one measure. Of the instructors, 35.4 percent reported using two testing measures. The mean number used by all instructors was 1.8 measures.

A further examination of Table XLVI reveals that twenty different combinations of testing measures were employed by the sociology teachers at the time the study was conducted. Although the number of different combinations used indicated a large degree of diversity among the instructors regarding this aspect of instructional practice, a few patterns of use were apparent in the analysis. These patterns, for the most part, represented variations of traditional modes of testing practice.

The most common combination of testing measures, as reported by 19.5 percent of the respondents, consisted of essay examinations and quick-score or objective tests. Other less prevalent combinations used by the instructors included quick-score or objective tests and term papers or research reports (4.9 percent), essay examinations and term papers or research reports (3.7 percent), and quick-score or objective tests and retests (3.7 percent).

TABLE XLVI

NUMBERS AND COMBINATIONS OF DIFFERENT TESTING MEASURES USED EXTENSIVELY (TO DETERMINE 25 PERCENT OR MORE OF STUDENT'S SEMESTER GRADE) BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Number and Combination of Testing Measures*	Number of Instructors	Percentage of Instructors
One measure (N = 36, 43.9%)		
Quick-score objective tests	27	32.9
Essay examinations	7	8.5
Term papers or research reports	2	2.4
Two measures (N = 29, 35.4%)		
Essay examinations and quick-score or objective tests	16	19.5
Quick-score or objective tests and term papers or research reports	4	4.9
Essay examinations and term papers	3	3.7
Quick-score or objective tests and retests	3	3.7
Class participation and essay examinations	1	1.2
Essay examinations and field reports	1	1.2

TABLE XLVI--Continued

Number and Combination of Testing Measures*	Number of Instructors	Percentage of Instructors
Essay examinations and papers written in class	1	1.2
Three measures (N = 14, 17.1%)		
Essay examinations, quick-score or objective tests, and term papers or research reports	3	3.7
Essay examinations, field reports, and quick-score or objective tests	2	2.4
Essay examinations, quick-score or objective tests, and retests	2	2.4
Class attendance, essay examinations, and field reports	1	1.2
Essay examinations, field reports, and term papers or research reports	1	1.2
Essay examinations, non-written projects, and term papers or research reports	1	1.2
Essay examinations, papers written in class, and quick-score or objective tests	1	1.2

TABLE XLVI--Continued

Number and Combination of Testing Measures*	Number of Instructors	Percentage of Instructors**
Essay examinations, papers written in class and retests	1	1.2
Non-written projects, quick-score or objective tests, and term papers	1	1.2
Quick-score or objective tests, papers written in class, and retests	1	1.2
Four measures (N=3, 3.7%)		
Essay examinations, field reports, quick-score or objective tests, and term papers or research reports	1	1.2
Essay examinations, homework, quick-score or objective tests, and term papers or research reports	1	1.2
Quick-score or objective tests, term papers or research reports, class attendance, student discussion with instructor	1	1.2
Total	82	100.0

Mean = 1.8.

*Number of combinations = 20.

**Total does not equal 100.0 percent due to rounding.

Table XLVII shows the total number of testing measures employed by the study participants regardless of the extent of utilization. In this regard, the number of overall measures used ranged from one to twelve. The largest proportion of teachers, 39.0 percent, were using seven to nine measures. An additional 35.4 percent made use of four to six total measures in their teaching. The mean number for all instructors as a group was 6.3 testing measures.

TABLE XLVII

NUMBERS OF DIFFERENT TESTING MEASURES EMPLOYED BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS REGARDLESS OF EXTENT OF UTILIZATION (N = 82)

Overall Number of Testing Measures	Number of Instructors	Percentage of Instructors
1-3	12	14.6
4-6	29	35.4
7-9	32	39.0
10-12	9	11.0
Total	82	100.0

Mean = 6.3

Research Question III-F

Research Question III-F concentrated on the acquisition of data concerning the various instructional goals (regarded as absolutely essential) that were used by the population

under study. In addition, information was sought about the relative percentage ranking of these goals in terms of the emphasis placed upon them by the respondents in their teaching. The results were obtained through the use of item 40 on the questionnaire.

Instructional goals.--The results of the survey show that the development of critical thinking was the goal viewed as absolutely essential by the overwhelming majority of instructors (91.5 percent). Next in order of ranked preference were mastery of content knowledge (76.8 percent) and facilitation of personal growth (52.4 percent). The instructional goals implemented by the smallest proportions of instructors included job preparation (15.8 percent), preparation for advanced study in sociology (12.2 percent), and facilitation of moral development (2.4 percent). The data concerning instructional goals are presented in Table XLVIII.

An examination of Table XLIX reveals the numbers and combinations of instructional goals (regarded as absolutely essential) used by the sociology instructors at the time the study was conducted. In terms of number of goals, the responses ranged from 11.0 percent of the instructors who were using only one such goal to 4.9 percent who made use of six goals. The largest group of faculty members surveyed,

31.7 percent, reported using three goals. This coincided with the mean for all instructors which was also 3.0 goals.

TABLE XLVIII

RANK ORDER UTILIZATION OF INSTRUCTIONAL GOALS (REGARDED AS ABSOLUTELY ESSENTIAL) BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS*
(N = 82)

Instructional Goal	Number of Instructors	Percentage of Instructors
Development of critical thinking	75	91.5
Mastery of content knowledge	63	76.8
Facilitation of personal growth	43	52.4
Satisfaction of diverse student interests	22	26.8
Development of student creativity	21	25.6
Job preparation	13	15.8
Preparation for advanced study in sociology	10	12.2
Facilitation of moral development	2	2.4

*Totals equal more than 82 and 100.0 percent due to multiple responses by some instructors.

In regard to combinations of instructional goals, thirty different combinations were reported which again illustrated a wide diversity among the instructors surveyed

concerning the specifics of teaching practice. The most prevalent combination of goals, as used by 15.8 percent of the respondents, consisted of the development of critical thinking and the mastery of content knowledge. Next in order of popularity, as reported by 12.2 percent, was the three goal combination consisting of the development of critical thinking, the facilitation of personal growth, and the mastery of content knowledge. Two four goal combinations--(1) critical thinking, the development of student creativity, personal growth, and content knowledge, and (2) critical thinking, personal growth, content knowledge, and satisfaction of diverse student interests--were each used by 7.3 percent of the instructors.

Research Question III-G

This research question focused on the acquisition of information concerning the different types and amounts of text materials used by the research population. Item 41 of the questionnaire was used to obtain this information.

Text materials used.--The numbers of pages assigned to students during the semester (or term) by the surveyed instructors from different sources of text material is illustrated in Table L. In this regard, the results showed that the largest proportions of respondents assigned zero pages of collected readings (57.3 percent), 1 to 50 pages

TABLE XLIX

NUMBERS AND COMBINATIONS OF INSTRUCTIONAL GOALS (REGARDED AS ABSOLUTELY ESSENTIAL) EMPLOYED BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Number and Combination of Instructional Goals*	Number of Instructors	Percentage of Instructors
One goal (N = 9, 11.0%)		
Development of critical thinking	6	7.3
Mastery of content knowledge	2	2.4
Satisfaction of diverse student interests	1	1.2
Two goals (N = 19, 23.2%)		
Development of critical thinking and mastery of content knowledge	13	15.8
Development of critical thinking and facilitation of personal growth	2	2.4
Development of critical thinking and development of student creativity	1	1.2
Development of critical thinking and satisfaction of diverse student interests	1	1.2
Facilitation of personal growth and mastery of content knowledge	1	1.2

TABLE XLIX--Continued

Number and Combination of Instructional Goals*	Number of Instructors	Percentage of Instructors
Mastery of content knowledge and satisfaction of diverse student interests	1	1.2
Three goals (N = 26, 31.7%)		
Development of critical thinking, facilitation of personal growth, and mastery of content knowledge	10	12.2
Development of critical thinking, development of student creativity, and mastery of content knowledge	3	3.7
Development of critical thinking, mastery of content knowledge, and preparation for advanced study in sociology	3	3.7
Development of critical thinking, facilitation of personal growth, and satisfaction of diverse student interests	2	2.4
Development of critical thinking, job preparation, and mastery of content knowledge	2	2.4
Development of critical thinking, mastery of content knowledge, and satisfaction of diverse student interests	2	2.4

TABLE XLIX--Continued

Number and Combination of Instructional Goals*	Number of Instructors	Percentage of Instructors
Development of critical thinking, development of student creativity, and facilitation of personal growth	1	1.2
Development of critical thinking, development of student creativity, and satisfaction of diverse student interests	1	1.2
Development of student creativity, facilitation of moral development, and facilitation of personal growth	1	1.2
Facilitation of personal growth, job preparation, and mastery of content knowledge	1	1.2
Four goals (N = 20, 24.4%)		
Development of critical thinking, development of student creativity, facilitation of personal growth, and mastery of content knowledge	6	7.3
Development of critical thinking, facilitation of personal growth, mastery of content knowledge, and satisfaction of diverse student interests	6	7.3

TABLE XLIX--Continued

Number and Combination of Instructional Goals*	Number of Instructors	Percentage of Instructors
Development of critical thinking, facilitation of personal growth, job preparation, and mastery of content knowledge	2	2.4
Development of critical thinking, mastery of content knowledge, preparation for advanced study in sociology, and satisfaction of diverse student interests	2	2.4
Development of critical thinking, development of student creativity, facilitation of personal growth, and job preparation	1	1.2
Development of critical thinking, development of student creativity, facilitation of personal growth, and preparation for advanced study in sociology	1	1.2
Development of critical thinking, development of student creativity, facilitation of personal growth, and satisfaction of diverse student interests	1	1.2
Development of critical thinking, facilitation of personal growth, mastery of content knowledge, and preparation for advanced study in sociology	1	1.2

TABLE XLIX--Continued

Number and Combination of Instructional Goals*	Numbers of Instructors	Percentage of Instructors
Five goals (N = 4, 4.9%)		
Development of critical thinking, facilitation of personal growth, job preparation, mastery of content knowledge, and satisfaction of diverse student interests	2	2.4
Development of critical thinking, development of student creativity, mastery of content knowledge, preparation for advanced study in sociology, and satisfaction of diverse student interests	1	1.2
Development of critical thinking, facilitation of personal growth, job preparation, mastery of content knowledge, and preparation for advanced study in sociology	1	1.2
Six Goals (N = 4, 4.9%)		
Development of critical thinking, development of student creativity, facilitation of personal growth, job preparation, mastery of content knowledge, and satisfaction of diverse student interests	2	2.4

TABLE XLIX--Continued

Number and Combination of Instructional Goals*	Number of Instructors	Percentage of Instructors**
Development of critical thinking, development of student creativity, facilitation of moral development, facilitation of personal growth, job preparation, and mastery of content knowledge	1	1.2
Development of critical thinking, development of student creativity, facilitation of personal growth, job preparation, mastery of content knowledge, and preparation for advanced study in sociology	1	1.2
Total	82	100.0

Mean = 3.0. *Number of combinations = 30.

**Total does not equal 100.0 percent due to rounding

from journal articles or magazines (50.0 percent), zero pages of newspapers (72.0 percent), zero pages from reference books (67.1 percent), 351 to 400 pages from textbooks (24.4 percent), zero pages from workbooks (84.1 percent), and zero pages from other sources (98.8 percent).

Table LI shows the rank order utilization of different sources of text material by community college sociology instructors. In this respect, the use of textbooks was

TABLE L

NUMBERS OF PAGES ASSIGNED TO STUDENTS DURING THE SEMESTER (OR TERM) FROM DIFFERENT SOURCES OF TEXT MATERIAL BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Number of Pages Assigned	Different Sources of Text Material Employed by Instructors													
	Collections of Readings*		Journal Articles or Magazines		Newspapers		Reference Books		Textbooks*		Workbooks*		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	47	57.3	34	41.5	59	72.0	55	67.1	. .	. .	69	84.1	81	98.8
1-50	17	20.7	41	50.0	22	26.8	25	30.5	. .	. .	2	2.4	1	1.2
51-100	13	15.8	5	6.1	1	1.2	1	1.2	. .	. .	7	8.5	. .	. .
101-150	2	2.4	1	1.2	. .	. .	1	1.2	. .	. .	3	3.7	. .	. .
151-200	1	1.2	1	1.2	. .	. .	. .	. .	2	2.4	1	1.2	. .	. .
201-250	2	2.4	. .	. .	. .	. .	. .	. .	2	2.4	. .	. .	. .	. .
251-300	. .	. .	. .	. .	. .	. .	. .	. .	13	15.8	. .	. .	. .	. .
301-350	. .	. .	. .	. .	. .	. .	. .	. .	10	12.2	. .	. .	. .	. .
351-400	. .	. .	. .	. .	. .	. .	. .	. .	20	24.4	. .	. .	. .	. .
401-450	. .	. .	. .	. .	. .	. .	. .	. .	12	14.6	. .	. .	. .	. .
451-500	. .	. .	. .	. .	. .	. .	. .	. .	17	20.7	. .	. .	. .	. .

TABLE L--Continued

Number of Pages Assigned	Different Sources of Text Material Employed by Instructors													
	Collections of Readings*		Journal Articles or Magazines		Newspapers		Reference Books		Textbooks*		Workbooks*		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
501-550	. .	. .	. .	. .	. .	. .	. .	. .	2	2.4	. .	. .	. .	. .
551-600	. .	. .	. .	. .	. .	. .	. .	. .	2	2.4	. .	. .	. .	. .
600+	. .	. .	. .	. .	. .	. .	. .	. .	2	2.4	. .	. .	. .	. .
Total	82	100.0	82	100.0	82	100.0	82	100.0	82	100.0	82	100.0	82	100.0
Mean	50.2		23.7		4.5		11.7		406.9		16.4		.6	

*Total does not equal 100.0 percent due to rounding.

reported by all participants of the study. The only other source of text material used by a majority of respondents was journal articles or magazines (54.5 percent).

TABLE LI

RANK ORDER UTILIZATION OF DIFFERENT SOURCES OF TEXT MATERIAL BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS*
(N = 82)

Source of Text Material	Number of Instructors Using Source	Percentage of Instructors Using Source	Mean Number of Pages Assigned by all Instructors
Textbooks	82	100.0	406.9
Journal articles or magazines	48	54.5	23.7
Collections of readings	35	42.7	50.2
Reference books	27	32.9	11.7
Newspapers	23	28.0	4.5
Workbooks	13	15.8	16.4
Other	1	1.2	.7

*Totals equal more than 82 and 100.0 percent due to multiple responses by some instructors.

A further examination of Table LI reveals the mean number of pages assigned to students each semester from different sources of text material. In this regard, the most prevalent source was again textbooks with an average of 406.9 pages assigned. The second and third leading

sources of text material, as reported by all instructors as a group, were collections of readings (50.2 pages) and journal articles or magazines (23.7 pages).

Table LII illustrates the total number of pages assigned to students each semester from all sources of text material by the participants of the study. From this standpoint, the largest proportions of instructors (37.8 percent and 15.8 percent) assigned 401 to 500 pages and 501 to 600 pages, respectively. The mean number of total pages assigned by the respondents from all sources was 514.0 pages.

TABLE LII

TOTAL NUMBERS OF PAGES ASSIGNED TO STUDENTS DURING THE SEMESTER (OR TERM) FROM ALL SOURCES OF TEXT MATERIAL BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Total Number of Pages Assigned	Number of Instructors	Percentage of Instructors*
201-300	3	3.7
301-400	13	15.8
401-500	31	37.8
501-600	22	26.8
601-700	12	14.6
701+	1	1.2
Total	82	100.0

Mean = 514.0

*Total does not equal 100.0 percent due to rounding.

Table LIII shows the numbers and combinations of different text sources used by the sociology teachers under investigation. In this regard, the responses ranged from 17.1 percent of the instructors who utilized only one source of text material to 12.2 percent who used five sources. The largest proportion of teachers, 28.0 percent, used three sources of text material. The mean number utilized by all respondents was 2.8 sources.

A further examination of Table LIII reveals that twenty-one different text source combinations were used by the instructors. The largest group of faculty members surveyed, 12.2 percent, used a three source combination consisting of collections of readings, journal articles or magazines and textbooks. Three other combinations of text sources were each utilized by 9.8 percent of the instructors: (1) journal articles or magazines and textbooks, (2) textbooks and workbooks, and (3) the five source combination of collections of readings, journal articles or magazines, newspapers, reference books, and textbooks.

Research Question III-H

The last research question contained in the study concentrated on obtaining data about the levels of membership and participation by the instructors surveyed in sociological organizations or societies and other teaching

TABLE LIII

NUMBERS AND COMBINATIONS OF TEXT SOURCES EMPLOYED DURING THE SEMESTER (OR TERM) BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS
(N = 82)

Number and Combination of Text Sources*	Number of Instructors	Percentage of Instructors
One source (N = 14, 17.1%)		
Textbooks	14	17.1
Two sources (N = 22, 26.8%)		
Journal articles or magazines and textbooks	8	9.8
Textbooks and workbooks	8	9.8
Collections of readings and textbooks	4	4.9
Reference books and textbooks	2	2.4
Three sources (N = 23, 28.0%)		
Collections of readings, journal articles or magazines, and textbooks	10	12.2
Journal articles or magazines, newspapers, and textbooks	5	6.1

TABLE LIII--Continued

Number and Combination of Text Sources*	Number of Instructors	Percentage of Instructors
Journal articles or magazines, reference books, and textbooks	3	3.7
Newspapers, reference books, and textbooks	2	2.4
Collections of readings, newspapers, and textbooks	1	1.2
Collections of readings, reference books, and textbooks	1	1.2
Reference books, textbooks, and workbooks	1	1.2
Four sources (N = 13, 15.8%)		
Collections of readings, journal articles or magazines, reference books, and textbooks	4	4.9
Collections of readings, journal articles or magazines, newspapers, and textbooks	3	3.7
Journal articles or magazines, newspapers, reference books, and textbooks	2	2.4

TABLE LIII--Continued

Number and Combination of Text Sources*	Number of Instructors	Percentage of Instructors
Collections of readings, newspapers, reference books, and textbooks	1	1.2
Collections of readings, journal articles or magazines, textbooks, and workbooks	1	1.2
Journal articles or majazines, newspapers, textbooks, and work-books	1	1.2
Journal articles or magazines, reference books, textbooks, and workbooks	1	1.2
Five sources (N = 10, 12.2%)		
Collections of readings, journal articles or magazines, newspapers, reference books, and textbooks	8	9.8
Collections of readings, journal articles or magazines, reference books, textbooks, and other	1	1.2
Collections of readings, journal articles or magazines, reference books, textbooks, and workbooks		
Total	82	100.0

Mean = 2.8. *Number of combinations = 21.

or education related organizations. Items 42 and 43 of the questionnaire were used to acquire this information.

Membership and participation in professional organizations.--Data regarding membership of the research population in sociological organizations or societies and other teaching or education related organizations is presented in Table LIV. Regarding membership in sociological organizations, the largest proportion of instructors, 50.0 percent, did not belong to any such organizations. The second largest group of respondents, 26.8 percent, held membership in one such organization. The mean for all instructors was membership in .8 sociological organizations.

The results regarding membership by the teachers in other teaching or education related organizations were somewhat different. While fully one-half of the instructors belonged to no sociological organizations, only 11.0 percent reported no membership in teaching or education related organizations. The largest proportion of respondents, 35.4 percent, belonged to one such organization followed by 25.6 percent who reported membership in two organizations. The mean number for all instructors was 1.8 organizations.

An examination of Table LV reveals that, when membership by the instructors in both sociological and teaching or education related organizations were combined, the results showed them to be active as a group concerning

TABLE LIV

MEMBERSHIP IN SOCIOLOGICAL ORGANIZATIONS OR SOCIETIES AND OTHER TEACHING OR EDUCATION RELATED ORGANIZATIONS BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS (N = 82)

Number of Sociological Organizations	Number of Instructors	Percentage of Instructors
0	41	50.0
1	22	26.8
2	15	18.3
3	3	3.7
4	1	1.2
Total	82	100.0

Number of Other Teaching or Education Related Organizations	Number of Instructors	Percentage of Instructors
0	9	11.0
1	29	35.4
2	21	25.6
3	15	18.3
4	7	8.5
5+	1	1.2
Total	82	100.0

Means = .8 (sociological organizations), 1.8 (other teaching or education related organizations).

organizational membership. In this regard, the largest group of teachers surveyed, 43.9 percent, belonged to three

to four total organizations followed by 41.5 percent who reported membership in one to two organizations. The mean number for all instructors was 2.6 professional organizations.

TABLE LV

TOTAL MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS AS SHOWN BY COMBINED AFFILIATIONS WITH BOTH SOCIOLOGICAL AND OTHER TEACHING OR EDUCATION RELATED ORGANIZATIONS (N = 82)

Total Number of Organizations	Number of Instructors	Percentage of Instructors
0	5	6.1
1-2	34	41.5
3-4	36	43.9
5-6	6	7.3
7+	1	1.2
Total	82	100.0

Mean = 2.6.

Table LVI illustrates the attendance by the sociology faculty surveyed at sociological and other teaching or education related conventions or organizational meetings during the last three years. In regard to attendance at sociological meetings, the slight majority of instructors (51.2 percent) had not attended any such meeting during the specified time period. The largest proportion of

TABLE LVI

ATTENDANCE AT CONVENTIONS OR MEETINGS HELD BY SOCIOLOGICAL ORGANIZATIONS AND OTHER TEACHING OR EDUCATION RELATED ORGANIZATIONS BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS DURING THE LAST THREE YEARS
(N = 82)

Number of Sociological Conventions or Meetings Attended	Number of Instructors	Percentage of Instructors*
0	42	51.2
1	13	15.8
2	11	13.4
3	10	12.2
4	3	3.7
5	2	2.4
6	1	1.2
Total	82	100.0

Number of Teaching or Education Related Conventions or Meetings Attended	Number of Instructors	Percentage of Instructors*
0	9	11.0
1	16	19.5
2	17	20.7
3	21	25.6
4	7	8.5
5	3	3.7
6	6	7.3
7	2	2.4
8	1	1.2
Total	82	100.0

Means = 1.1 (sociological meetings), 2.6 (teaching or education meetings).

*Total does not equal 100.0 percent due to rounding.

respondents who did attend, 15.8 percent, went to one meeting. The mean number of sociological meetings attended by all respondents during the previous three years was 1.1 meetings.

In relation to attendance at conventions or meetings of other teaching or education related organizations during the same time period, the participants of the study were much more active. While the majority had not attended any sociological meetings during the last three years, only 11.0 percent of the instructors had failed to attend at least one teaching or education related convention or organizational meeting. The largest proportion of respondents, 25.6 percent, had attended three such meetings and 11.0 percent had been in attendance at six or more meetings. The mean number of teaching or education related meetings attended by the population of instructors surveyed was 2.6 meetings.

Table LVII shows the total attendance by the sociology faculty studied at all professional conventions or meetings (using the combined categories of sociological and teaching or education related meetings) during the preceding three-year period. The results indicated that, using this criterion of measurement, the community college sociology instructors in Texas were active in this aspect of professional practice. The largest group of those included in

TABLE LVII

TOTAL ATTENDANCE AT PROFESSIONAL CONVENTIONS OR MEETINGS DURING THE LAST THREE YEARS BY COMMUNITY COLLEGE SOCIOLOGY INSTRUCTORS AS SHOWN BY THE COMBINED CATEGORIES OF SOCIOLOGICAL AND TEACHING OR EDUCATION RELATED MEETINGS
(N = 82)

Total Number of Conventions or Meetings Attended	Number of Instructors	Percentage of Instructors*
0	7	8.5
1-2	22	26.8
3-4	27	32.9
5-6	15	18.3
7-8	6	7.3
9-10	5	6.1
Total	82	100.0

Mean = 3.7.

*Total does not equal 100.0 percent due to rounding.

the study, 32.9 percent, attended three to four professional meetings during the previous three years. Seven or more organizational meetings were attended by 13.4 percent during the same period. The mean number attended by all instructors was 3.7 meetings.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to develop a comprehensive, descriptive profile on full-time sociology faculty employed by public community colleges in Texas. Toward this end, the study sought to obtain information on (1) demographics, (2) academic and professional preparation, and (3) teaching and other professional practices. These three areas of concentration represented the purposes of the study.

A total of fifteen research questions were formulated in three categories to give focus to the study. Consequently, category one represented demographics, category two related to academic and professional preparation, and category three focused on teaching and other professional practices.

The study was significant for several reasons:

1. It resulted in the compilation of a comprehensive data base on a specified population of community college faculty about which little was previously known.

2. It provided data to the sociology profession in general and community college sociologists in particular which could be used to facilitate increased understanding of the specific professional characteristics and training needs of such faculty.

3. It furnished a methodological model for research on two-year sociology faculty at the national level and perhaps for similar studies needed on other types of community college teachers.

4. It provided two-year college sociologists in Texas with a much needed data base on themselves which could serve to promote communication, self-assessment, and professional growth among such faculty.

5. It supplied both data and a preliminary methodology which could contribute to the further establishment of a sociology of teaching.

During the spring and early summer of 1982, an extensive search for information pertinent to the study was conducted. This review of the literature included (1) correspondence with prominent authorities in the emerging field of the sociology of teaching, (2) completion of two computer searches for information, and (3) a comprehensive review of standard reference sources in both education and sociology. The search of the literature revealed essentially that very few studies had been conducted on two-year

college instructors of sociology and none which focused exclusively on such teachers in Texas.

Given the problem and purposes of the study, two different populations were used. The first consisted of all Social Science Division Chairpersons employed by public community colleges in Texas. They were surveyed in order to obtain a complete, up-to-date list of all full-time sociology faculty teaching at such institutions along with their school addresses. The second research population consisted of all full-time sociology instructors who taught at the above mentioned institutions.

The data on these two populations were gathered in two stages. The first stage consisted of contacts made with the Social Science Division Chairpersons. During September of 1982, two separate mailings of questionnaires were sent to these school officials which requested the names and addresses of their full-time sociology instructors. Ultimately, all forty-seven community colleges or college districts in Texas agreed to participate by furnishing the requested information.

The second stage of the study involved surveying the 102 sociology teachers who had been identified during the first stage of the study. In October of 1982, the primary questionnaire was sent to these faculty members in two separate mailings. By the early part of November, eighty-two instructors (80.4 percent) had returned completed

questionnaires. All of these questionnaires were usable for analysis purposes.

Findings

Numbers and Locations of Sociology Faculty

At the time the study was conducted, the 47 public community colleges or college districts in Texas employed a total of 102 full-time sociology instructors. The numbers of such faculty varied from zero at four rural colleges to 17 instructors at the San Antonio Community College District. Although 2.2 sociology instructors per college or district was the state average, 49.0 percent of such faculty were concentrated in six urban centers: Austin, Dallas, El Paso, Fort Worth, Houston, and San Antonio.

Category One: Demographics

In regard to the demographic characteristics possessed by the population studied, the major findings are as follows:

A. Age, sex, racial or ethnic background, marital status, and religious preference.--The sociology faculty surveyed were predominently male (65.8 percent), White or Caucasian (81.7 percent), and married (81.7 percent). They ranged in age from 2.4 percent who were 29 years old to 2.4 percent who were 63 years of age. The mean age was 42.8 years.

In regard to religious preference, the largest proportion of teachers (23.2 percent) reported no preference or "none" as a response. However, the majority of respondents did express a religious preference. The most prevalent choices were Baptist, Catholic, and Methodist as reported by 13.4 percent of the respondents each. In terms of major religious faiths, the majority of teachers (61.0 percent) reported Protestant preferences.

B. Occupation when hired.--Graduate study represented the largest source of recruitment (30.5 percent) among the instructors surveyed. Other occupations held when hired by the current employers included community college teaching (18.3 percent), senior college or university teaching (18.3 percent), and public school teaching (15.8 percent). In summary, the overwhelming majority of the instructors (96.3 percent) were hired by the current employers from graduate study, teaching, or related occupations.

C. Place of residence when hired.--In terms of the place of residence when hired (geographical source of recruitment), over four-fifths of the instructors were hired from either the local community (46.3 percent) or from within the State of Texas (37.8 percent). Only 13.4 percent of the respondents were recruited from outside the region.

D. Employment classification.--The large majority of instructors surveyed (64.6 percent) were tenured. Other employment classifications included probationary status (11.0 percent) and temporary status (8.5 percent). Interestingly, 8.5 percent of the respondents reported tenure to be nonexistent at their colleges. In its place was a three-year term contract which was renewable each year.

Category Two: Academic and Professional Preparation

The study reveals the following major findings concerning the academic and professional preparation of the study participants:

A. Earned degrees, areas of specialization as shown by majors and minors, research and publication, numbers of undergraduate and graduate semester hours earned in both sociology and professional education courses, current pursuit of coursework and degrees, and plans for future education.--All instructors possessed at least a master's degree. The majority of respondents (61.0 percent) had a master's degree plus additional work, 2.4 percent had earned a specialist's degree and 25.6 percent possessed a doctorate.

Twenty different undergraduate majors were reported. Sociology was the most prevalent major as reported by 48.8 percent of the teachers. Of the 17 undergraduate minors reported, psychology was represented by the largest

proportion of instructors (22.0 percent) followed closely by history (15.8 percent) and sociology (13.4 percent).

When undergraduate majors and minors were combined, it was found that the most widespread combination consisted of sociology as a major and psychology as a minor (14.6 percent). It was also revealed that a sociology major and social science minor represented the most prevalent general type of major and minor combination as reported by 34.2 percent of the instructors.

Data were also collected on master's degree majors and minors and doctoral degree types and majors. In all, fifteen different master's degree majors were reported along with twelve minors. At the doctoral level, four types of doctorates were represented along with ten different doctoral majors.

In regard to master's degree majors, the large majority of instructors (64.3 percent) majored in sociology. Conversely, slightly over one-third did not have a major in their teaching field. Of the other master's degree majors reported, psychology was represented by the largest proportion of instructors (7.3 percent).

The most prevalent minors at the master's degree level, as reported by 15.8 percent of the instructors each, were sociology and psychology. Others reported included such disciplines as history (7.3 percent) and political science (6.1 percent).

Data compiled on major and minor combinations at the master's degree level show that the largest proportion of instructors (28.0 percent) had a concentrated major in sociology and no minor. The remaining respondents shared thirty-one different combinations the most prevalent of which consisted of sociology as a major and psychology as a minor (14.6 percent).

Summary data reveal that a sociology major and social science minor was the most prevalent general type of combination. However, approximately one-fifth of the respondents (19.5 percent) had neither majored nor minored in sociology at the master's degree level.

One-fourth of the instructors surveyed (25.6 percent) held an earned doctoral degree. Of these, the slight majority (57.1 percent) had a Doctor of Philosophy degree and about one-third (33.1 percent) possessed the Doctor of Education degree.

The largest proportion of respondents with a doctorate (38.1 percent) reported a doctoral major in a specialized field of professional education. Of the instructors with such a degree, 28.6 percent majored in sociology. In all, ten different doctoral majors were reported.

The results regarding research and publication show that the majority of instructors (57.2 percent) had not engaged in past sociological research. However, approximately two-thirds of the respondents (64.6 percent) had participated

in previous educational research. In regard to current participation in research, the overwhelming majority of instructors were not actively engaged in either sociological or educational research activity. Results concerning publication in sociology and education were similar in that about four-fifths of the respondents had not published in either of these two disciplines.

Data were compiled on the undergraduate and graduate semester hours earned in both sociology and education by the instructors. The largest proportions of teachers had earned twenty-five to thirty-six undergraduate hours (39.0 percent) and twenty-five to thirty-six graduate hours (31.7 percent) in sociology. However, 6.1 percent of the respondents had earned less than thirteen graduate hours and one-third (34.2 percent) had earned fewer than twenty-four graduate hours in this discipline. When mean semester hours in sociology were computed, the typical instructor had earned 24.5 undergraduate hours, 36.5 graduate hours, and 58.9 combined hours.

In terms of semester hours earned in education, the majority of faculty members surveyed had some course credits in this discipline at both the undergraduate (56.1 percent) and graduate (65.8 percent) levels. The mean numbers of hours earned by all respondents in professional education courses were 9.1 undergraduate hours, 15.4 graduate hours, and 23.1 combined hours.

Information was collected concerning the current pursuit of additional coursework and degrees in sociology and in education. The results show that only a small minority of instructors (14.6 percent) were actively pursuing coursework in one or both of these disciplines at the time of the study.

Fourteen instructors (17.1 percent of all respondents) were actively pursuing a degree. Of these teachers, the overwhelming majority were pursuing either the Doctor of Education (42.8 percent) or Doctor of Philosophy (42.8 percent) degree. About one-half of the instructors (49.9 percent) pursuing a degree were majoring in a specialized field of professional education with college teaching (21.4 percent) and higher education administration (21.4 percent) reported as the most popular majors. Of the instructors, 14.3 percent were pursuing an additional degree in sociology.

Data concerning plans for future coursework or earned degrees were also compiled. The findings reveal that about one-third of the instructors (31.7 percent) planned to pursue additional coursework at some time in the future. Of the eighty-two sociology teachers surveyed, the largest proportions planned to pursue work either in sociology (11.0 percent) or education (8.5 percent).

Eleven instructors (13.4 percent of all respondents) planned to pursue a degree at some time in the future. Of these teachers, the largest proportions planned to seek

either a Doctor of Education degree (36.4 percent) or a Doctor of Philosophy degree (27.3 percent). The largest proportion of respondents (36.4 percent) planned to major in a specialized field of professional education with college teaching as the most preferred major. A major in sociology was anticipated by 27.3 percent of those who planned to pursue a future degree.

B. Teaching experience at various levels.--The findings regarding teaching experience at various levels show that slightly more than one-third of the instructors (36.6 percent) had taught at the public school level and one-half (50.0 percent) had instructed at the senior college or university level.

In terms of combined teaching experience at various levels of instruction, the largest proportion of teachers (37.8 percent) possessed both community college and senior college or university experience. This was followed by 28.0 percent of the respondents who had only community college experience.

It was found that, in regard to mean teaching experience, the instructors had 1.4 years of experience in public schools, 9.9 years in community colleges, and 2.0 years at senior level institutions. The mean amount of total teaching experience at all levels of instruction was 13.3 years.

C. College courses taught currently and in the past.--Twenty different courses were being taught by the respondents at the time the study was conducted. Of these, 85.0 percent were sociology or sociology related courses. The courses taught by the largest proportions of instructors were Introductory Sociology (92.7 percent), Social Problems (51.2 percent), and Marriage and the Family (31.7 percent).

With regard to course preparations, the numbers ranged from one preparation (13.4 percent) to five preparations (3.7 percent). The majority of instructors (62.2 percent) reported teaching two preparations. The mean for all instructors was 2.2 course preparations.

Thirty different combinations of courses were taught by the teachers at the time of the study. Of these, the most prevalent combination, as reported by 29.3 percent of the respondents, consisted of Introductory Sociology and Social Problems. Introductory Sociology and Marriage and the Family was taught by 12.2 percent of the instructors.

In terms of the numbers of career sections taught in specific types of courses, the instructors had the most experience with Introductory Sociology. The average number of career sections taught by all respondents in this subject was 69.6 sections. The teachers had also taught an average of 19.8 sections in Social Problems, 13.6 sections in Marriage and the Family, and 13.4 career sections in other courses.

Data compiled on total career sections taught at the college level in all courses show that the largest proportion of instructors, 37.8 percent, had taught 51 to 100 career sections followed by 23.2 percent who had instructed in 101 to 150 sections. The mean number of total sections taught by all respondents as a group was 116.5 course sections.

Category Three: Teaching and Other Professional Practices

The major findings concerning the teaching and other professional practices of the faculty members surveyed are as follows:

A. Teaching methods.--The findings concerning the teaching methods used by the instructors show that the most popular ones, in terms of the percentage of respondents using them, were lecture (97.6 percent), discussion (93.9 percent), and the integrated use of multi-media (73.2 percent). In regard to the mean amounts of course time devoted to these methods by all instructors as a group, an average of 58.6 percent of course time was spent in lecture, 23.2 percent in discussion, and 7.0 percent devoted to multi-media.

All other reported methods were used by fewer than one-half of the instructors. The teaching methods used by the smallest proportions of teachers were individualized instruction (17.1 percent) and team teaching (6.1 percent).

The numbers and combinations of teaching methods used by the instructors were also analyzed. In regard to numbers of methods, the largest proportion of respondents (31.7 percent) used four different instructional methods. The mean number for all instructors was 3.7 methods.

Twenty-one different combinations of teaching methods were reported. Of these, the most prevalent combination, as used by 18.3 percent of the instructors, consisted of lecture, discussion, and multi-media. Second in popularity (13.4 percent) was the five method combination comprised of lecture, discussion, small groups, experiential learning, and multi-media.

B. Teaching techniques.--The findings on teaching techniques show that twenty-nine different techniques were being used by the instructors as aids to instruction. At the time of the study, twenty-five of these techniques were used "extensively" and twenty-seven were used "occasionally" by the teachers.

Under the heading of extensive use (three or more times per term), the teaching techniques used by the largest numbers of respondents were controversial issues (58.5 percent), current events through the use of newspapers and magazines (58.5 percent), and films (57.3 percent). Those techniques in this category used by the smallest numbers of teachers included fictional literature (1.2 percent),

programmed learning or automated teaching (1.2 percent), and Socratic dialogue (1.2 percent).

In regard to teaching techniques used "occasionally" (once or twice per term), the largest proportions of instructors utilized graphs and charts (58.5 percent), guest speakers (58.5 percent), and questionnaires and surveys (50.0 percent). The techniques in this category used by the smallest number of respondents were programmed learning or automated teaching (14.6 percent), computer-assisted instruction (11.0 percent), and student class assistants (8.5 percent).

The numbers and combinations of instructional techniques used "extensively" by the research participants were also calculated. In terms of numbers of techniques, the results show that the largest proportion of instructors (22.0 percent) reported the extensive use of four teaching techniques. The mean number used extensively by all instructors was 3.6 techniques.

Forty-seven different combinations of teaching techniques used "extensively" were reported by the eighty-two instructors who returned the questionnaire. Although an immense diversity of specific teaching styles was apparent, a few patterns did emerge in the analysis. The most prevalent of these patterns, as reported by 7.3 percent of the teachers, consisted of the four-technique combination

of controversial issues, current events, films, and guest speakers.

The final aspect of analysis on teaching techniques consisted of an examination of the overall number of teaching techniques utilized by the instructors using the combined categories of extensive and occasional use. In this regard, the largest proportions of respondents reported using six to ten techniques (30.5 percent) and eleven to fifteen techniques (30.5 percent), respectively. The mean number used by all instructors was 13.6 total techniques.

C. Sociological perspectives used in instruction.--The findings show that the majority of teachers (57.3 percent) were not using a particular sociological perspective or group of perspectives at the time of the study. Of the eighty-two instructors surveyed, 26.8 percent were using conflict theory, 25.6 percent were using structural functionalism, 20.7 percent were employing symbolic interactionism, and 2.4 percent were using exchange theory.

Data were also compiled on the numbers and combinations of sociological perspectives used by the instructors. The results show that, among the instructors surveyed, the largest proportion of those using such a perspective or perspectives (23.2 percent) made use of only one. The mean number of sociological perspectives used by all instructors as a group was less than one (.8).

The respondents reported using five different combinations of sociological perspectives in their teaching. Of these, the combination used by the largest number of instructors (12.2 percent) consisted of conflict theory, structural functionalism, and symbolic interactionism.

D. Workload.--Seven specific and one nonspecific components of weekly workload were reported by the instructors. Three components--classroom student contact, course preparation, and grading examinations and papers--were included in the weekly workloads of all respondents. Other workload components reported by the majority of instructors were contact with students outside the classroom (98.8 percent), professional reading and writing exclusive of course preparation (95.1 percent), work on college committees (84.1 percent), and other work-related activities (53.7 percent).

In regard to the mean numbers of hours devoted to different components of weekly workload by all instructors, the findings are as follows: Classroom student contact (15.1 hours), contact with students outside the classroom (7.5 hours), grading examinations and papers (4.4 hours), course preparation (6.2 hours), work on college committees (2.4 hours), sponsorship of extracurricular activities (.7 hours), and other work-related activities (2.6 hours).

When the hours spent in all such activities were combined, it was revealed that the largest proportion of

teachers surveyed (28.8 percent) had a weekly workload of thirty-six to forty total hours. The second and third largest proportions of respondents reported workloads consisting of forty-one to forty-five hours (22.0 percent) and forty-six to fifty hours (20.7 percent), respectively. The mean weekly workload for all instructors was 45.8 hours.

E. Student evaluation.--In this portion of the investigation, three components of student evaluation were addressed. These components consisted of grading reward structures, grading formats, and testing measures.

In regard to grading reward structures, the overwhelming majority of instructors (87.8 percent) were using the percent mastery criterion approach at the time of the study. Other grading structures used by the faculty members included grading on the curve (8.5 percent), contract grading (6.1 percent), and grading by student peers (1.2 percent). Of all instructors, 96.3 percent made use of only one grading reward structure in their teaching.

The respondents reported using three different grading formats. Overwhelmingly, the most prevalent form of grading was the A, B, C, D, and F system as reported by 96.3 percent of the teachers. The other two grading formats reported were A, B, C, D, and X (2.4 percent) and A, B, C, and X or no credit (1.2 percent).

The questionnaire sent to the instructors requested that they check off or otherwise specify the testing measures they

were using and the extent to which they were using them. In order to measure extent of use, the categories of "Use to Determine 25 Percent or More of Grade," "Use to Determine 1 to 24 Percent of Grade," and "Do Not Use at All" were established.

In regard to the testing measures used to determine 25 percent or more of the student's grade, slightly over two-thirds of the instructors (68.3 percent) reported using quick-score or objective tests. Next in terms of instructor use were essay examinations (52.4 percent) and term papers or research reports (22.0 percent).

Among the testing measures used to determine 1 to 24 percent of the student's grade, over two-thirds of the teachers (73.2 percent) made use of class participation. The two other such measures used by a majority of the respondents were class attendance (61.0 percent) and term papers or research reports.

Information was also obtained concerning the numbers and combinations of different testing measures used "extensively" by the instructors. The findings show that, in regard to numbers of measures used, the largest proportion of teachers (43.9 percent) reported the use of one testing measure. Two measures were used by 35.4 percent of the respondents and 17.1 percent made use of three measures. The mean number used "extensively" by all instructors was 1.8 measures.

Twenty different combinations of testing measures used "extensively" were reported by the participants of the study. The most prevalent of these combinations, as reported by 19.5 percent of the faculty members, consisted of essay examinations and quick-score or objective tests.

When the two categories regarding extent of use were combined the largest proportion of instructors (39.0 percent) were using seven to nine total testing measures in their teaching. The mean number used by all instructors was 6.3 total measures.

F. Instructional goals.--The teachers surveyed were asked to identify the instructional goals they regarded as absolutely essential in their teaching of community college students. The findings show that the instructional goal used by the overwhelming majority of instructors (91.5 percent) was the development of critical thinking. Other goals used by a majority of respondents were mastery of content knowledge (76.8 percent) and facilitation of personal growth (52.4 percent). Those implemented by the smallest numbers of teachers were job preparation (15.8 percent), preparation for advanced study in sociology (12.2 percent), and facilitation of moral development (2.4 percent).

In terms of the numbers of instructional goals reported by the faculty members, the largest proportion of respondents (31.7 percent) were using three such goals. This coincided with the group mean which was also 3.0 goals.

Wide diversity among the instructors was again observed as evidenced by the thirty different combinations of instructional goals that were reported. The most prevalent of these, as used by 15.8 percent of the teachers, consisted of the development of critical thinking and the mastery of content knowledge. Next in popularity, as reported by 12.2 percent of the respondents, was the combination consisting of the development of critical thinking, the facilitation of personal growth, and the mastery of content knowledge.

G. Types and amounts of text material.--The findings show that textbooks were used as a text source by all instructors surveyed. The only other source of text material used by a majority of respondents was journal articles or magazines (54.5 percent).

In regard to the mean number of pages the instructor assigned to students each semester from different sources of text material, the most prevalent source reported was again textbooks with an average of 406.9 assigned pages. The second and third leading sources of text material, in terms of the mean number of pages assigned, were collections of readings (50.2 pages) and journal articles or magazines (23.7 pages).

When the total numbers of pages assigned to students each semester from all sources were combined, the findings reveal that the largest proportions of instructors assigned

401 to 500 pages (37.8 percent) and 501 to 600 pages (15.8 percent), respectively. The mean number of total pages assigned from all sources of text material was 514.0 pages.

The findings concerning the numbers of different text sources used show that the largest number of instructors (28.0 percent) utilized three such sources. Two sources of text material were used by 26.8 percent of the respondents and four sources were used by 15.8 percent. The mean number of text sources used by all instructors was 2.8 sources.

Additional findings show that twenty-one different combinations of text sources were used by the faculty members surveyed. The most prevalent of these combinations, as reported by 12.2 percent of the instructors, consisted of collections of readings, journal articles or magazines, and textbooks.

H. Membership and participation in professional organizations.--The findings concerning membership in professional organizations reveal that one-half of the instructors (50.0 percent) belonged to one or more sociological organizations or societies. However, the overwhelming majority (89.0 percent) held membership in one or more teaching or education related organizations or societies. The teachers belonged to an average of .8 sociological organizations and 1.8 teaching or education related organizations at the time the study was conducted.

For the purpose of further analysis, the data concerning membership in both types of professional organizations were combined. The results show that the largest proportion of instructors (43.9 percent) belonged to three to four total organizations. The mean number for all respondents was 2.6 professional organizations.

Participation in professional organizations was measured by using attendance at organizational conventions or meetings as an indicator. The findings reveal that the teachers were more active in teaching or education related organizations than in sociological organizations.

In regard to attendance to organizational conventions or meetings, the slight majority of respondents (51.2 percent) had not attended any professional meetings of sociological societies during the previous three years. However, the overwhelming majority of instructors (89.0 percent) had attended one or more professional meetings of teaching or education related organizations during the same period. The mean attendance at organizational conventions or meetings for all instructors during the last three years was 1.1 sociological meetings and 2.6 teaching or education related meetings.

When both categories of professional conventions or meetings were combined, the findings show that the instructors surveyed were active in this aspect of professional practice. The largest number of teachers (32.9 percent) had

attended three to four total conventions or meetings held by these types of professional organizations. The mean number attended by all instructors was 3.7 meetings.

Conclusions

The findings generated from the study have resulted in the formulation of several conclusions concerning the population of sociology faculty that was examined. These conclusions are stated as follows:

1. In most respects, the instructors surveyed were demographically similar to those who were the focus of previous research in that they were predominently White, Protestant males who were married.

2. As in previous research, the substantial majority of the respondents possessed tenure. However, one finding not available in previous studies on community college sociology faculty entailed the apparent abolition of tenure at some Texas colleges in favor of a three-year term contract renewable each year. This practice in Texas and elsewhere has serious implications for the future of higher education in general and, more particularly, for the principle of academic freedom which tenure was designed in large part to protect.

3. The mean age (42.8 years) of the sociology instructors was older than the average ages found in previous studies on similar populations. This is indicative of the

present state of student enrollments and funding which have leveled off and in some cases declined. These conditions and others have contributed to fewer employment opportunities for younger teachers.

4. The recent recruitment trend involving the hiring of community college sociology faculty primarily from graduate school and college teaching occupations has continued as illustrated by the findings of this study.

5. The instructors surveyed were academically qualified to teach sociology at the community college level using the established standards of earned degrees and semester hours in the teaching field. All respondents possessed at least a master's degree and approximately two-thirds (64.3 percent) had such a degree with a major or concentration in sociology. The majority of instructors (63.4 percent) had taken additional coursework beyond the master's degree and one-fourth (25.6 percent) had earned a doctorate. In regard to semester hours earned in sociology, the typical instructor had earned an average of 24.5 undergraduate hours, 36.5 graduate hours, and 58.9 combined hours in the subject field.

6. The teachers had prepared themselves for a career at a "teaching" institution such as a community college as compared to the traditional "research" emphasis at the senior college or university.

This was evident in the findings concerning coursework, degrees, and majors and minors that were already obtained,

actively pursued, and planned by the respondents in the discipline of education. This conclusion is also supported by the findings relating to membership and participation in professional organizations.

7. The instructors exhibited a great deal of diversity concerning their academic backgrounds. This was illustrated by the fact that the population surveyed had twenty different undergraduate majors and seventeen minors, fifty-one undergraduate major and minor combinations, fifteen different master's degree majors and twelve minors, thirty-one major and minor combinations at the master's level, and ten different doctoral degree majors. The extent to which this condition might be beneficial or detrimental to community college teaching as a profession represents a subject for further investigation.

8. The teaching and other professional practices of the sociology teachers were consistent with the findings of previous studies in most respects. As examples, lecture and discussion continued to remain as the most prevalent teaching methods, the textbook continued to represent the primary source of text material, and the A, B, C, D, and F system of grading remained dominant.

9. The majority of instructors either were eclectic in their instructional use of sociological perspectives or they perhaps possessed inadequate training in sociological theory. This is indicated by the fact that the majority of

teachers surveyed (57.3 percent) did not use a particular sociological perspective or group of perspectives in their teaching.

10. The faculty members exhibited a great deal of diversity in regard to their specific teaching styles. This is evidenced by such findings as the use of twenty-one different combinations of teaching methods, forty-seven combinations of teaching techniques used "extensively," twenty combinations of testing measures, thirty combinations of instructional goals, and twenty-one combinations of text sources.

11. The sociology instructors appeared to subscribe to a different professional model than their counterparts at senior colleges and universities. Whereas the university sociologist tends to view the discipline as an end in itself with the goal being research for the sake of new knowledge, the community college teacher apparently sees sociology as a means to an end. In this regard, the "ends" reported by the participants of the study were such things as the development of critical thinking and the facilitation of personal growth. Only 12.2 percent of those surveyed considered preparation for advanced study in sociology as an essential instructional goal.

In addition, the subjects of the study were professionally active but in a manner distinctive from the traditional pattern found among university sociologists. The findings

show that, while the instructors were somewhat lax and perhaps deficient in their membership and participation in sociological organizations, they were active in teaching or education related organizations. The findings show that the instructors surveyed belonged to an average of 1.8 such organizations and had attended 2.6 conventions or professional meetings of teaching or education related organizations during the previous three years.

When data concerning membership and participation in both types of professional organizations were combined, it was revealed that the instructors belonged to an average of 2.6 organizations. They had also attended 3.7 overall conventions or meetings during the last three years.

Recommendations

Based upon the purposes and findings of this study, it is recommended that,

1. the study be replicated in five to seven years in order to measure change;

2. studies of a similar nature be conducted on community college sociology faculty in other geographical areas of the United States in order to ascertain the characteristics of such instructors on the national level;

3. similar studies be carried out on populations or samples of community college faculty in other disciplines in order to facilitate future research on college teaching of a more sophisticated, explanatory nature;

4. similar studies be conducted on populations or samples of teachers in all fields and at all levels of education in order to facilitate the further advancement of both the science and practice of teaching; and

5. sociologists make a concerted ongoing effort to apply the theory and methods of their discipline to the scientific study of teaching, a form of social interaction largely ignored until recently by the academic descendants of Comte. Specifically, it is suggested that sociologists pursue research on teachers and teaching in the following areas which make use of descriptive, correlational, and explanatory techniques: (a) professional identification and isolation, (b) comparisons between disciplines regarding demographic characteristics, academic and professional preparation, and teaching and other professional practices, (c) comparisons between full-time and part-time teachers and teaching, and (d) comparisons regarding instruction between two year college faculty and senior college faculty, public school instruction and private school instruction, and elementary level teaching versus secondary school teaching.

APPENDIX A

COVER LETTER SENT TO PILOT STUDY GROUP

September 1, 1982

Dear

You have been chosen to participate in a pilot study for a later dissertation study to be conducted by me at North Texas State University. This research will be conducted on sociology faculty at two-year colleges similar to El Paso Community College. The purpose of the main study will be to develop a comprehensive profile on sociology instructors in terms of demographics, academic and professional preparation, and teaching and other professional practices.

You can be of invaluable assistance in this endeavor by participating in a pretest of the questionnaire that will be used. Please answer all items in the enclosed instrument. Although you may or may not teach sociology courses, the few items in the questionnaire that specifically mention "sociology" may be answered by checking a blank such as "other."

If any items are vague or ambiguous, please note them on the enclosed comments sheet. Likewise, please make comments or suggestions regarding how these items might be improved and if any items need to be added.

Mr. Len Bailes, Jr., President of the Professional Association of College Educators, has agreed to act as a clearinghouse for instrument distribution and return. I know that this is the beginning of the fall semester and you are very busy. If you do not have the time to participate in this pilot study, please let Len know immediately so another instructor can be chosen. Otherwise, please complete the trial questionnaire and the comments sheet and return them to Len Bailes at Valle Verde Campus no later than Friday September 10, 1982.

Your kind cooperation and assistance in this regard are greatly appreciated.

Sincerely,

James K. Semones

Enclosures

APPENDIX B

PILOT STUDY COMMENTS AND SUGGESTIONS FORM

Pilot Study
Comments and Suggestions Form

Please specify by item number any comments and suggestions you have in regard to the trial instrument you have been provided.

APPENDIX C

COVER LETTER SENT TO SOCIAL SCIENCE DIVISION CHAIRPERSONS

James K. Semones
P. O. Box 266
Argyle, Texas 76226
September 10, 1982

Name of Social Science Division Chairperson
Name of College
City, Texas

Dear

I am conducting dissertation research at North Texas State University on full-time sociology faculty who teach at public community colleges in Texas. This research involves the compilation of a comprehensive descriptive profile on these individuals in terms of demographics, academic and professional characteristics, and teaching and other professional practices. This research is sorely needed both by sociologists and teachers and by employing institutions for the purposes of assessment, recruitment, and faculty development.

Your kind cooperation and assistance are crucial in order to insure the success of this project. Specifically, I am in dire need of a complete name and school address listing of all full-time sociology faculty who teach at your institution.

Would you or your secretary please take a moment to complete the enclosed form for me. A stamped, self-addressed return envelope is also enclosed for your convenience. If possible, please mail your response on or before Wednesday September 22, 1982.

If you will check the space provided on the enclosed form, I will be happy to send you the results of this study to share with faculty and school officials.

Thank you very much.

Sincerely,

James K. Semones

Enclosures

APPENDIX D

FOLLOW-UP LETTER SENT TO SOCIAL SCIENCE DIVISION CHAIRPERSONS

James K. Semones
P. O. Box 266
Argyle, Texas 76226
September 25, 1982

Name of Social Science Division Chairperson
Name of College
City, Texas

Dear

Approximately two weeks ago, I sent your office a request for the names and school addresses of all full-time sociology faculty at your institution. If you have already responded, please disregard this letter. If not, please read this carefully.

I am a doctoral student at North Texas State University. Presently, I am engaged in dissertation research on sociology faculty at public community colleges in Texas. The purpose of this research is to develop a comprehensive descriptive profile on these teachers in terms of demographics, academic and professional background, and teaching and other professional practices. This research is greatly needed in Texas by institutions such as yours for assessment, recruitment, and development of such teachers. I'm sure you would agree that quality faculty and instruction are of primary importance at teaching institutions such as community colleges.

You are an absolutely essential part of this endeavor because, without your cooperation and assistance, it cannot be a complete success. This study makes use of a population rather than a sample so all colleges need to participate to insure its success.

Won't you or your secretary please take a minute or two to fill out the enclosed form. *Even if there are no full-time sociology instructors at your college, I need to hear from you.* A stamped, self-addressed return envelope is also enclosed for your convenience. Please mail your response on or before Friday October 8, 1982.

If you will check the space provided at the bottom of the form, I will gladly send you a copy of the results to share with faculty and school officials.

Thank you very much.

Sincerely,

James K. Semones

Enclosures

APPENDIX E

COVER LETTER SENT TO SOCIOLOGY FACULTY

James K. Semones
P. O. Box 266
Argyle, Texas 76226
October 8, 1982

Name of Sociology Instructor
Name of College
City, Texas

Dear

I am a fellow sociologist who is currently engaged in dissertation research at North Texas State University in Denton, Texas. My dissertation topic is you. Yes, that's correct.

I formerly taught sociology for six years at El Paso Community College. Consequently, I have a sincere interest in learning more about "us" as a group and I'm sure that you do as well.

Very little is known about sociology faculty who teach in community colleges and nothing is known about two-year college sociologists as a population in Texas. As a result, I'm developing a comprehensive descriptive profile on sociology faculty employed by community colleges in this state.

In order for this study to be a complete success, I need your cooperation and assistance. Would you please complete the enclosed questionnaire and mail it back to me no later than Friday October 29, 1982. It should take about 10-15 minutes of your time. For your convenience, a stamped, self-addressed envelope has been enclosed.

If you would like the results of this study, just include this cover letter or your name and address on a separate piece of paper along with the questionnaire and I'll be happy to comply.

Thank you very much.

Sincerely,

James K. Semones

Enclosure

APPENDIX F

FOLLOW-UP LETTER SENT TO SOCIOLOGY FACULTY

James K. Semones
P. O. Box 266
Argyle, Texas 76226
October 22, 1982

Name of Sociology Instructor
Name of College
City, Texas

Dear

About two weeks ago, I sent you a letter asking you to complete an enclosed questionnaire and return it to me. If you have already responded, please disregard this letter. If not, please read this carefully.

I know you are a very busy person. I taught sociology for six years at El Paso Community College so I understand how busy it can get. This is part of the reason why it would be to your benefit to try to find the time to complete the enclosed questionnaire.

Very few people outside the community college setting know what is involved in preparing for and practicing the important profession of teaching in such an institution. The dissertation research I'm engaged in at North Texas State University will hopefully help to remedy this. In addition, we sociologists and educators need to know more about each other in order to facilitate understanding, communication, and growth.

We know nothing about community college sociologists as a population in Texas. You can be of invaluable assistance in helping to rectify this "state of ignorance." So please find a few minutes to complete the enclosed questionnaire and mail it to me no later than Friday November 5, 1982. A stamped, self-addressed return envelope has been included for your convenience.

If you would like the results of this study, just include this cover letter or your name and address on a separate sheet of paper and I'll be glad to send you a copy.

Thank you very much.

Sincerely,

James K. Semones

Enclosures

APPENDIX G

QUESTIONNAIRE SENT TO SOCIAL SCIENCE DIVISION CHAIRPERSONS

Please list the names and school addresses of all full-time faculty at your college (or college district) who teach sociology as their primary job responsibility. Also, please include your own name and school in the space provided.

Names:	School Addresses:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____

Name of Social Science Division Chairperson: _____

Institution: _____

Thank you for taking the time to participate in this research project. Your assistance is greatly appreciated.

If you would like a copy of the results of the study, please check the space provided _____.

APPENDIX H

QUESTIONNAIRE SENT TO SOCIOLOGY FACULTY

The following items represent information needed in order to develop a comprehensive profile on community college sociologists in Texas. All information provided will be treated as confidential and at no time will your answers be singled out. This questionnaire should take about 10-15 minutes to complete. Please answer each item by checking the appropriate response or by filling in the blank space provided.

1. Year of birth: _____.

2. Sex: Male _____; Female _____.

3. Racial or ethnic background: White or Caucasian _____; Black or Afro-American _____; Mexican-American or Chicano _____; Oriental-American _____; American Indian _____; Other _____.

4. Marital status: Single _____; Married _____; Separated _____; Divorced _____; Widowed _____; Other.

5. Religious preference: _____.

6. When you were hired by your present employer, were you residing in
the local community _____; the State of Texas _____; outside Texas but within the region _____; outside the region _____?

7. When you were hired by your present employer, were you engaged in
public school teaching _____; community college teaching _____; senior college or university teaching _____; graduate study _____; a related occupation _____; an unrelated occupation _____; other _____?

8. Your current faculty employment status: Temporary (one year appointment only) _____; Probationary (tenure track) _____; Tenured _____; other _____.

9. Higher education (check highest achievement): Bachelor's degree _____; Bachelor's plus additional work _____; Master's degree _____; Master's plus additional work _____; Specialist degree _____; Doctorate.

10. What was your undergraduate major in college? _____

11. What was your your undergraduate minor? _____

12. What was your major for the master's degree? _____

13. What was your minor for the master's degree? _____

14. Have you ever engaged in sociological research exclusive of a thesis or dissertation? Yes _____; No _____.

15. Are you now engaged in sociological research exclusive of a thesis or dissertation? Yes _____; No _____.

16. Have you ever engaged in educational research related to teaching or learning exclusive of a thesis or dissertation? Yes _____; No _____.

17. Are you now engaged in educational research related to teaching or learning exclusive of a thesis or dissertation? Yes _____; No _____.

18. Have you ever had a publication in sociology? Yes _____; No _____.

19. Have you ever had a publication in education? Yes _____; No _____.

20. How many undergraduate hours have you earned in sociology? _____ hours. Are these hours quarter hours _____, or semester hours _____.

21. How many graduate hours have you earned in sociology? _____ hours. Are these quarter hours _____, or semester hours _____.

22. How many undergraduate hours have you earned in education? _____ hours. Are these quarter hours _____, or semester hours.

23. How many graduate hours have you earned in education? _____ hours. Are these quarter hours _____, or semester hours _____.

24. Are you currently pursuing additional coursework in sociology? Yes _____; No _____.

25. Are you currently pursuing additional coursework in education? Yes _____; No _____.

26. Are you currently pursuing a degree? Yes (If yes, please specify degree such as Master of Arts, Doctor of Arts, Ed.D., or Ph.D. _____, and major _____); No _____.

27. If not currently pursuing additional coursework, do you plan to do so in the future? Yes (If yes, please specify planned field or fields of study _____); No _____.

28. If not currently pursuing a degree, do you plan to do so in the near future? Yes (If yes, please specify degree _____, and proposed major _____); No _____.

29. Please specify in the spaces provided how many years of teaching experience you have in public schools _____; community colleges _____; and senior colleges or universities _____.

30. Please check or specify the courses you are teaching this semester: Introductory Sociology _____; Social Problems _____; Marriage and the Family _____; Other (please specify) _____.

31. Please specify (in the spaces provided) your best estimate of the total number of course sections you have taught during your career in Introductory Sociology _____; Social Problems _____; Marriage and the Family _____; Other Courses _____.

32. What percentage of total class or course time do you devote to the following teaching methods? Lecture _____%; Discussion _____%; Team Teaching _____%; Small Groups _____%; Individualized Instruction (such as contract learning, self-paced learning, modular instruction, mastery learning, etc.) _____%; Experiental learning (such as role-playing, debates, simulation-gaming, sociodrama, etc.) _____%; Integrated Use of Multi-Media (such as films, tapes, records, television, etc.) _____%; Other _____%.

33. The following represent specific teaching techniques that may be used by instructors as aids or tools in implementing an overall teaching method or methods. Please check the spaces provided below in regard to the extent you use or don't use the following in your teaching:

Techniques	Use Extensively	Use Occasionally	Do Not Use at All
Audio-tapes	_____	_____	_____
Behavioral Objectives	_____	_____	_____
Computer-Assisted Instruction	_____	_____	_____
Controversial Issues	_____	_____	_____
Current Events Through the Use of News-Papers and Magazines	_____	_____	_____

Techniques	Use Extensively	Use Occasionally	Do Not Use at All
Debates	_____	_____	_____
Fictional Literature	_____	_____	_____
Field Experience or Trips	_____	_____	_____
Films	_____	_____	_____
Graphs and Charts	_____	_____	_____
Group Projects	_____	_____	_____
Guest Speakers	_____	_____	_____
Modules	_____	_____	_____
Participant Observation	_____	_____	_____
Photographic Projects	_____	_____	_____
Programmed Learning or Automated Teaching	_____	_____	_____
Questionnaires and Surveys	_____	_____	_____
Role-Playing or Sociodrama	_____	_____	_____
Self-Paced Study	_____	_____	_____
Simulation or Games	_____	_____	_____
Slides	_____	_____	_____
Socially Deviant or Controversial Guest Speakers	_____	_____	_____
Student Class Assistants	_____	_____	_____
Student Social Research Exercises	_____	_____	_____
Televised Instruction or Presentations	_____	_____	_____
Values Clarification	_____	_____	_____
Video-Tapes	_____	_____	_____
Other Techniques (Please specify)			
_____	_____	_____	_____
_____	_____	_____	_____

34. Do you stress a particular sociological perspective or perspectives in your teaching? Yes _____; No _____.

35. If you answered yes to the above question, which of the following sociological perspectives do you stress or emphasize? Structural-Functionalism _____; Symbolic Interactionism _____; Conflict Theory _____; Exchange Theory _____; Other _____.

36. On the average, how many hours do you spend each week engaged in the following activities? Classroom Student Contact _____ hrs.; Contact with Students Outside the Classroom _____ hrs.; Grading Examinations and Papers _____ hrs.; Course Preparation _____ hrs.; Professional Reading and Writing Exclusive of Course Preparation _____ hrs.; Work on College Committees _____ hrs.; Sponsorship of Extracurricular Activities _____ hrs.; Other Work-Related Activities _____ hrs.

37. Which of the following grading reward structures are you presently using? Percent Mastery Criterion (such as 70-79 percent = C, 80-89 percent = B, etc.) _____; Grading on the Curve _____; Contract Grading _____; Grading by Student Peers _____; Student Self-Grading _____; Other _____.

38. Which of the following grading formats are you presently using? A, B, C, D, and F _____; A, B, C, D, and X or No Credit _____; A, B, C, and X or No Credit _____; Pass and Fail _____; Pass and X or No Credit _____; Other _____.

39. The following represent testing measures that may be used by instructors to assess learning and thus determine grades. Please check the spaces provided below in regard to the extent you use or don't use these measures to determine student's final semester grade.

Testing-Evaluation Measures	Use to Determine 25% or More of Grade	Use to Determine 1-24% of Grade	Do Not Use at All
Class Attendance	_____	_____	_____
Class Participation	_____	_____	_____
Essay Examinations	_____	_____	_____
Field Reports	_____	_____	_____
Homework (given weekly, etc.)	_____	_____	_____
Nonwritten Projects	_____	_____	_____
Oral Reports or Recitations	_____	_____	_____
Papers Written in Class	_____	_____	_____

Measures	25% or More	1-24%	Not at All
Quick-Score or Objective Tests	_____	_____	_____
Retests	_____	_____	_____
Student Discussion with Instructor	_____	_____	_____
Term Papers or Research Reports	_____	_____	_____
Workbook Completion	_____	_____	_____
Other Measures (Please Specify) _____	_____	_____	_____
_____	_____	_____	_____

40. Which of the following instructional goals do you regard as absolutely essential in your teaching of community college students? Development of critical thinking _____; Development of student creativity _____; Facilitation of moral development _____; Facilitation of personal growth _____; Job preparation _____; Mastery of content knowledge _____; Preparation for advanced study in sociology _____; Satisfaction of diverse student interests _____; Other _____.

41. The following represent different sources of text material that instructors may require of their students. Please check the spaces provided in regard to the reading sources you presently use as well as the ones you are not using. For the ones you are using, please specify the number of assigned pages per semester or term.

Types of Text Material	Do Use	No. Pages Assigned	Do Not Use
Collections of Readings	_____	_____	_____
Journal Articles or Magazines	_____	_____	_____
Newspapers	_____	_____	_____
Reference Books	_____	_____	_____
Textbooks	_____	_____	_____
Workbooks	_____	_____	_____
Other	_____	_____	_____
	_____	_____	_____

42. How many professional organizations or societies do you belong to: in sociology _____; other teaching or education related organizations _____.

43. How many organizational conventions or meetings have you attended during the last three years: in sociology _____; other teaching or education related organizations _____.

APPENDIX I

LIST OF TEXAS PUBLIC COMMUNITY COLLEGES SURVEYED

Alvin Community College

Amarillo College

Angelina College

Austin Community College

Bee County College

Blinn College

Brazosport College

Central Texas College

Cisco Junior College

Clarendon College

College of the Mainland

Cooke County College

Dallas County Community College District
- Brookhaven College
- Cedar Valley College
- Eastfield College
- El Centro College
- Mountain View College
- North Lake College
- Richland College

Del Mar College

El Paso Community College
- Rio Grande Campus
- Trans-Mountain Campus
- Valle Verde Campus

Frank Phillips College

Galveston College

Grayson County College

Henderson County Junior College

Hill Junior College

Houston Community College

Howard College at Big Spring

Kilgore College

Laredo Junior College

Lee College

McLennan Community College

Midland College

Navarro College

North Harris County College

Odessa College

Panola Junior College

Paris Junior College

Ranger Junior College

San Antonio Community College District
- Saint Philip's College
- San Antonio College

San Jacinto College District
- Central Campus
- North Campus
- South Campus

South Plains College

Southwest Texas Junior College

Tarrant County Junior College District
- Northeast Campus
- Northwest Campus
- South Campus

Temple Junior College

Texarkana Community College

Texas Southmost College

Tyler Junior College

Vernon Regional Junior College

Victoria College

Weatherford College

Western Texas College

Wharton County Junior College

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