

PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION

Academic Program Review Summary Form

Board Of Governors Policy 1986-04-A

Program Name

Sociology

Please indicate:

Annual Report
 Five-Year Review

University Lock Haven University **Degrees Offered** B.A.

Division/Unit College of Arts and Sciences **Program** Sociology

Date of Last Major Review 6/23/09 **Completion Date of Current Review** 6/17/2010

I. Composition of Review Team (five-year program reviews only)

Chair:
 External Review Team Members:
 Campus Review Team Members:

II. Program Data

Insert other relevant program data related to the program review in the blank rows.

	Insert Appropriate Academic Years Below				
	2005-06	2006-07	2007-08	2008-09	2009-10
Student Enrollment (Annualized FTE)	228	212	229	186	165
Program Budget / Cost (personnel, operating, equipment)	\$720,969	\$825,337	\$798,873	\$483,214	\$442,047
Program Cost / Student FTE	\$3,159	\$3,890	\$3,490	\$2,593	\$2,682
Faculty FTE	8.1	7.0	8.0	7.0	6.5
Majors Enrolled (Fall Headcount)	25	23	34	33	25
Program Graduates	6	2	6	9	7

Either reflect the portion of the department's budget (personnel, operating, and equipment) associated with this program, or reflect the Common Cost Accounting instructional costs associated with this program. [Data at www.lhup.edu/planning-and-assessment/program/data.htm.]

[Add any necessary notes or explanations here (optional).]

Accreditation Status (if any): **None**

Accrediting Agency: **None**

Program Context

How This Program Relates to and Supports the University’s Mission and Strategic Plan

Sociology supports the university’s mission by helping to provide an economical, effective and comprehensive liberal arts education. According to program data, sociology has the lowest cost to student ratio of any other program at the university. For instance, it costs the arts and sciences as a whole \$5,298 to educate a student. It costs sociology \$2,682. It maintains one of the highest revenue/expense ratios on campus.

Sociology plays an extremely important role in helping deliver both core required courses and elective courses for the criminal justice major that assists in the University’s “focus on professional and applied programs” that are “responsive to the needs of the Commonwealth.” Of the 112 students enrolled in 300 & 400 level sociology classes during Spring 2010, 63% were criminal justice majors.

Sociology serves the university and commonwealth by teaching 96% of its credit hours to non-majors. Many non majors are attracted to the program because of its reputation for effective teaching.

External or Environmental Factors Affecting the Program

The current economic epoch requires that people be life long learners and to work well in groups and networks that transcend national and cultural boundaries. Sociology, as a discipline, is uniquely poised to meet these needs. Not only does sociology teach the content of such multiculturalism, but it also cultivates the skills to anticipate movement and change in social, political and economic structures.

Demand for This Program and its Graduates (Current and Anticipated)

That the economic epoch makes these demands is not always obvious to students entering the university. Sociology has traditionally earned its majors from its flagship introductory courses once the student is enrolled. Research from the American Sociological Association supports this observation. A 2006 survey found that 90% of sociology majors chose the major because of the sociological ideas and concepts. Seventy five percent chose the major because they enjoyed their first course in sociology so much. Yet, the data at our university as of April 30, 2010 indicate five paid incoming freshmen who choose the major. These alone will replace the graduating seniors.

In March sociology put forth the intent to replace the Bachelors of Arts with a Bachelors of Science. Interviews indicate many more students would major in sociology if there was an alternative to the foreign language requirement. We recently learned that PASSHE and the Board of Governors approved our request. Therefore we anticipate that sociology will experience greater growth during the 2010-2011 academic year as students become aware of this change in degrees.

III. Progress Since Last Review

This should be a brief status report of principal actions taken since the last review, if applicable.

Student Learning Outcomes

Action Item	Steps Taken/Progress Reported	Date
Improve learning assessment	Administering Theory and Research learning assessment rubric. Administering A.W.A.R.E. Marriage and Family course outcome instrument. Administering voluntary senior exit interviews.	2010-2011

Other Program Outcomes

Action Item	Steps Taken/Progress Reported	Date
Maintain responsible growth in number of majors	Developed course entitled “sociology of deviance.” Sociology revised its “Concentration in the Administration of Criminal Justice” to a “Concentration in Delinquent Youth Analysis.” Formally proposed B.S. degree with “Notification of Intent.” Maintaining new website, maintaining media campaign, continue improving introductory courses.	2010-2011

IV. Outcomes Assessment (PASSHE Board of Governors Policy 1997-01)

Student Learning Outcomes (list goals and outcomes)

See attached Learning Outcomes Assessment Worksheets and AWARE pilot pretest and posttest study.

Program Outcomes (list goals and outcomes)

See attached Program Outcomes Assessment Worksheets.

V. Strengths

Student Learning

Sociology is a demanding yet very general academic discipline. It is similar in scope to philosophy or economics. Philosophy and economics at our university has suffered from this confluence in qualities. If students choose a general discipline, they tend to avoid demanding ones. The sociology faculty has tried very hard to maintain the broad scope of sociology, its rigor and appeal to students. We work to increase or maintain student interest in sociology while working the students hard. This selection process has given our program a relatively small number of elite students who write extensively, challenge themselves with the math, apply abstract theories and take on a foreign language. Exit interviews reflect this.

Other Program Areas

All of the sociology faculty hold PhDs from top schools. They are active scholars. They also run their program in a very efficient manner. It costs sociology \$2,682 to educate a full time equivalent student. Sociology faculty contribute to other programs besides their own, such as criminal justice, women’s studies, and the MLA.

VI. Areas in Need of Improvement

Student Learning: Sociology continues to improve its curriculum. Some of the syllabi are outdated and there are noticeable curricular holes and lack of external experience overlays in sociology. Sociology also needs to further develop a standardized assessment tool for the program outcomes.

Other Program Areas: Sociology needs two new full-time, tenure-track faculty. The student credit hours to faculty FTE ratio of this program indicates that the faculty is still spread too thin. A sociology professor **teaches 756.2 credits whereas that ratio among the arts and science faculty as a whole is 602.8 to 1**. Sociology would like to hire a sociologist who specializes in deviant behavior to help the enormous criminal justice program. Both criminal justice majors and sociology majors have actually recommended this to us. Sociology would also like to hire a sociologist who specializes in medicine. The health sciences has requested the development of a course only such a specialist could do. On paper, the sociology curriculum is also old and many of the official descriptions to not fully represent what happens in the classroom. In addition, we need

more classes to expand student choice (based on exit interviews) and knowledge base. New faculty would help, especially those specializing in currently expanding fields like medical/health and deviant behavior.

VII. Action Plan

Student Learning Outcomes

Goals	Action Plan	Steps To Be Taken	Date
Improve student assessment	Standardize sampling method and refine assessment instrument and its administration. Refine and administer exit interviews for seniors.	Meet and discuss how to sample source of evaluation. Reevaluate assessment tool. Maintain its administration including A.W.A.R.E. in SOCI 206. Make exit interviews mandatory for graduating seniors.	Fall 2011
Increase # of student internships	Encourage students	During advising impress upon majors the benefits of completing an internship.	2010-11

Other Program Outcomes

Goals	Action Plan	Steps To Be Taken	Date
Improve curriculum	Update syllabi and concentrations	Update syllabi and concentration check sheets	2011
Expand curriculum	Design courses	We will implement sociology of deviance in Fall 2010. Will soon design SOCI 604 sociological research. Will also soon design SOCI 4XX Field Methods and SOCI 3XX social stratification.	2011
Expand program	Recruit majors, hire faculty	Develop Bachelors of Science degree in sociology. Maintain and expand existing website and media outreach effort. Hire faculty. Continue to attend the Major's Fair and Open Houses.	2011

Resources

Please comment on what additional resources you need and why. Please relate requests specifically to demonstrated findings about student learning. Include evidence that indicates the planned use of resources will be the most effective way to address the need.

Sociology needs more administrative assistance and faculty. Sociology currently operates in a very cost efficient manner. With more resources, sociology would continue the economically impressive ratios. The university as a whole and the criminal justice program especially would benefit from helping sociology achieve these goals. The expansion of sociology would diffuse the burden on the criminal justice program. The fact that sociology faculty are housed in two different locations does reduce the efficiency of current administrative assistance.

Comments by Dean and/or Provost

IX. Actions Planned by the University

<input type="checkbox"/> Continue Program	<input type="checkbox"/> Continue Program and Revise as Indicated
<input type="checkbox"/> Place in Moratorium	<input type="checkbox"/> Interim Review
<input type="checkbox"/> Discontinue Program	<input type="checkbox"/> Reorganization
<input type="checkbox"/> Pursue Accreditation	<input type="checkbox"/> Other (Please explain below)

_____	_____
Department Chair	Date
_____	_____
Program Coordinator	Date
_____	_____
Program Review Chair	Date
_____	_____
Provost or Vice President	Date

**Lock Haven University of Pennsylvania
Appendix to Academic Program Report:
Additional Evidence of Program Quality
Sociology (2010-2011)**

A. Additional Evidence of Student Distinction

Dawn Belcher is gainfully employed as an Early Intervention Service Coordinator at the Scranton Counseling Center. In the Fall, she will be attending graduate school at Marywood University in the MS Counselor Secondary Education Program.

David DeGarmo, Ph D. is principal investigator at the Oregon Social Learning Center in Eugene Oregon.

Tiffany Drob Continues graduate studies at Bowling Green State University.

Elizabeth Eckley is gainfully employed as grant writer at Penn State University

Scott Eliason is full professor of sociology at the University of Arizona

Ashley Englert is gainfully employed as therapeutic staff support at Woodward Elementary School

Mondo Murage is director of Institutional Research at the Haverford School

Nate Svencer is an officer with the Pennsylvania State Police.

Robert Winstead is a business analyst and project manager at Mercer and travels for them extensively.

B. Additional Evidence of Faculty Distinction

Kim Alexander: Dr. Alexander wrote and obtained a grant from the U.S. Department of Justice for nearly \$300,000 which is used to combat sexual assault, dating and domestic violence and stalking on campus. Dr. Alexander served as Project Director of the Campus Violence Prevention Program for the 2009-2010 academic semesters and served as chair of the search committee to hire the new Director of the CVPP. Dr. Alexander also serves as the Women's Studies Coordinator which oversees the women's studies program and provides campus activities surrounding women's issues. She was also a nominee for the Outstanding Service to Women award. Dr. Alexander was chair of Joceyln Duke's thesis committee which focuses on race and student athletes.

Timothy Baylor: Dr. Baylor continued as Chairperson of the Department of Sociology, Anthropology, and Social Work and therefore served as a member of the Arts and Sciences Council of Chairs, Arts and Sciences Curriculum, and University Curriculum Committees. He also served on the Educational Standards and Related Activities Working Group #6 for the Middle State reaccreditation process besides LHU's Summer School committee. In addition he served as an alternate delegate and member of "meet and discuss" for the local executive council of APSCUF. He updated the SOCI101 Introduction to Sociology syllabus and wrote the proposal and developed the check sheet form for the new Delinquent Youth Analysis concentration in Sociology and shepherded those items through the curriculum approval process. He was primary author of the sociology program's response to our status as a "low enrolled" program. He directed one MLA project to completion and served as a committee member on another MLA project committee.

Dr. Judy Brink: Dr. Judy Brink is our anthropologist. This year she became certified to teach on line courses on eCollege and began the process of narrating all her PowerPoints to use in an on line Cultural Anthropology. She was a judge at this year's Celebration of Scholarship for the Phi Kappa Phi symposium. She has used her expertise to help other faculty by speaking to Dr. Guthrie's class on Mayan archeology before their trip to Mexico.

Zak Hossain: Between December 12th and 14th, 2008, Dr. Hossain presented "Learning for the Future: A Case for Multicultural Education in Asia" at the 4th World Teacher's Day Conference organized by United Nations Educational, Scientific, and Cultural Organization (UNESCO) in Bangkok. He is also Co-Chair of the Improvement Dimension of the Foundations of Excellence in the First Year Experience, a national project in which LHU was one of the fourteen participating institutions, 2008-09. He most recently presented Globalization of Higher Education in Asia at the International Conference on Innovation in Teaching and Management of Higher Education (ICITM 09) in Malaysia on December 21-23, 2009. At home, he chaired Conflict Resolution in Workplace, a Workshop held for LHU Clearfield Faculty and Staff on March 3, 2010.

Greg Walker: In March, Dr. Walker published "A Safety Counterculture Challenge to a 'Safety Climate'" in the journal *Safety Science*. He is also revising "Getting Ignorant and Protesting Hegemonic Whiteness" after a second round of reviews for the *Journal of Contemporary Ethnography*. He continues publishing opinion editorials in The Express. In the Fall, he will teach the new course, Sociology of Deviance. He will also soon develop SOCI 604, a sociological research course for the MLA program.

C. Additional Evidence of Program Quality – Voluntary exit interview for sociology students graduated in Spring of 2010. Below are results from two.

1) How did you end up majoring in Sociology?

I decided in fall 2007 taking Hossain's sociology class

I took an intro level sociology course at Lock Haven University my first semester. I already had an interest in anthropology and really enjoyed the intro sociology course.

2) How long did it take to complete your degree? _____ semesters

4.5

9 semesters

3) Did you take summer courses? If yes, how many? _____

2 courses
4 courses

4) Did you hold a job while you were attending LHU? If yes, was the job on campus or off-campus?

Held an off-campus job for 2 year
Yes, the job was off campus.

5) What sociological tools/skills you are taking with you when you graduate?

Theory, social change, methods, working with delinquents, service agency, etc.
I'm taking a good knowledge about sociological theory and how to apply them with research.

6) Have you applied some ideas, perspective, or theories learned in Sociology in other courses at LHU? If yes, explain.

I used these in my many other general education courses
I have applied them in some of my courses such as anthropology, and psychology. Mainly I compared similarities and differences in the theories.

7) Identify two or three courses in Sociology that you thought were very beneficial to you?

Statistics, juvenile delinquency, marriage & family, and social problem
I would've liked to be able to take other sociology courses but they weren't available or didn't fit in my schedule.

8) What do you think of the quality of the Sociology program at LHU?

Poor				Excellent
1	2	3	4	5

4
4

9) How can we make it better?

More variety of courses with new ideas
There aren't enough sociology classes available to take every semester. Also I think it'd be beneficial to form a sociology club so majors can get to know one another and compare ideas.

10) What do you think of the availability of sociology courses?

Poor				Excellent
1	2	3	4	5

4
2

11) Are there certain courses that we should require for the Sociology major?

Application courses in crime and volunteering

Most of them are already required; anthropology, psychology, criminology

12) What do you think of the quality of advising in the department?

Poor				Excellent
1	2	3	4	5

4
5

13) Has degree helped you prepare for your future work?

Poor				Excellent
1	2	3	4	5

4
4

14) Has this degree helped you for life in general?

Poor				Excellent
1	2	3	4	5

4
4

15) Do you have any definite employment prospect right after you graduate? If yes, explain.

Thinking of grad school
No

16) Any suggestions or comments?

Appoint more sociology profs

A broader array of sociology courses should be offered throughout the year.

LEARNING OUTCOMES WORKSHEET
Sociology for 2009-2010
Lock Haven University of Pennsylvania

Learning Outcome #1

Statement of Goal

Students will understand the effects of racial, ethnic, cultural and religious diversity on society.

How Results Were Analyzed (When and By Whom?)

Sociology did not analyze student outcomes regarding racial, ethnic, cultural and religious diversity in 2010. We did not offer a broad enough range of upper level courses.

Evidence Gathered

NA

Expectations of Performance

NA

Results / Evaluation

Number of students who	Expectations were:
<u> 0 </u> exceeded expectations	Wholly satisfied
<u> 0 </u> met expectations	Partially satisfied
<u> 0 </u> did not meet expectations	Not satisfied
<u> 0 </u> exempt	
<u> 0 </u> Total	

Analysis and Explanation

NA

Action(s) to Maintain or Improve Level of Achievement

Sociology will be teaching more upper level content courses during the 2010-2011 school year. This will lend itself to more thorough assessment.

Learning Outcome #2

Statement of Goal

Students will develop knowledge to understand rapid social change and identify its impacts on individuals and society.

How Results Were Analyzed (When and By Whom?)

Dr. Tim Baylor administered A.W.A.R.E. to thirty nine students in sociology 206, marriage and family, during the spring semester of 2010. A.W.A.R.E. is an instrument designed to compare and contrast students' attitudes and expectations regarding intimate relationships with ideal-type baselines designed by family professionals. There are fourteen topics in the inventory. Forty four students were involved in a pretest and thirty nine completed the posttest.

Evidence Gathered

Evidence is manifested in scores articulated as class averages compared to those of family professionals across topics of cultural diversity; communication and intimacy; conflict resolution; sexual intimacy; gender roles and power; managing economic resources; friendship, intimacy and singlehood; dating and mate selection; marriage; parenthood; midlife and older couples; stress and family problems; divorce, single parent and step families; and strengthening marriage and families.

Expectations of Performance

We expected the mean score of students across the fourteen topics to increase two percentage points toward the ideal-type baseline designed by family professionals

Results / Evaluation

The mean student increase was 2.79. Students exceeded expectations.

Analysis and Explanation

The sample and topics were appropriate for the topic of rapid social change. Sociologists see marriage and family patterns as barometers – as a cause and a consequence of social change.

Action(s) to Maintain or Improve Level of Achievement

The program recommends no action.

Instructor Class Summary

David H. Olson, Ph.D.
Amy Olson-Sigg
Heidi Johnson

Generated For: Tim J. Baylor

Instructor Id: 9890

Date: 05/05/2010

<http://www.mhhe.com/olson6>



Marriage & Families 2008

Olson, DeFrain, & Skogrand

Pre-Test Summary (39 Students)

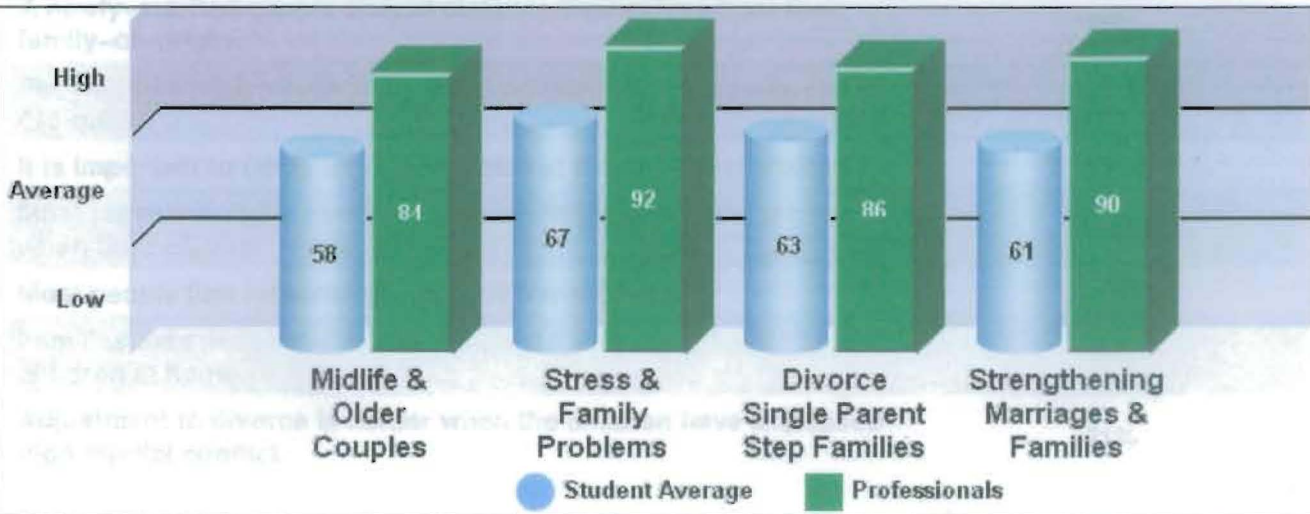
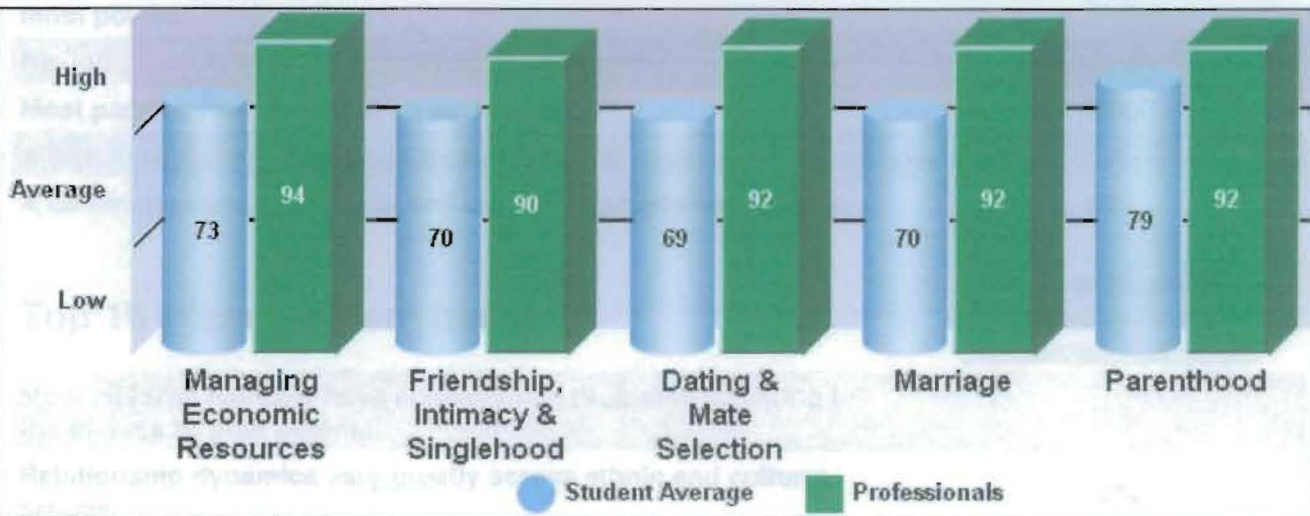
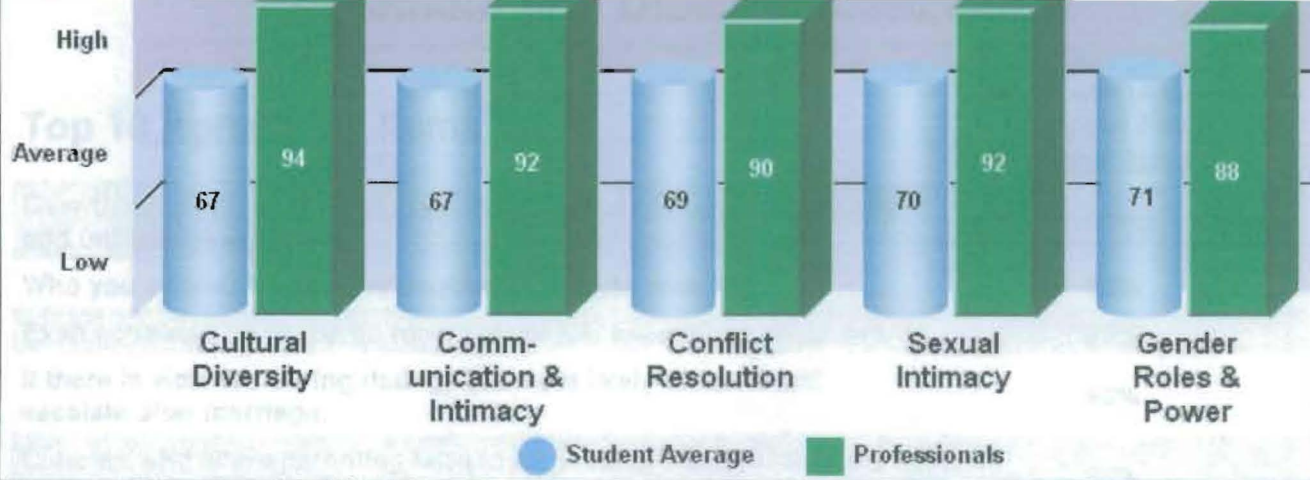
Summary includes students who also completed the AWARE Post-Test

SOCI206-01-SPR2010

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AWARE



Awareness of Attitudes and Relationship Expectations

Instructor Class Summary

David H. Olson, Ph.D.
Amy Olson-Sigg
Heidi Johnson

Generated For: Tim J. Baylor



Instructor Id: 9890

Date: 05/05/2010

<http://www.mhhe.com/olson6>

Marriage & Families 2008

Olson, DeFrain, & Skogrand

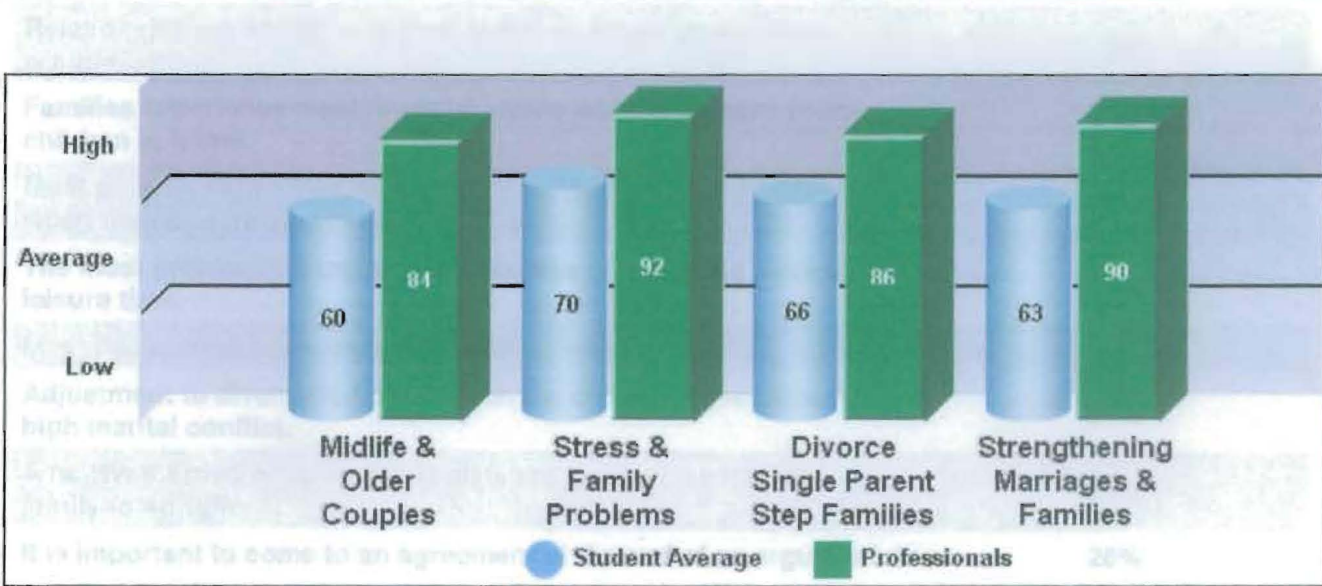
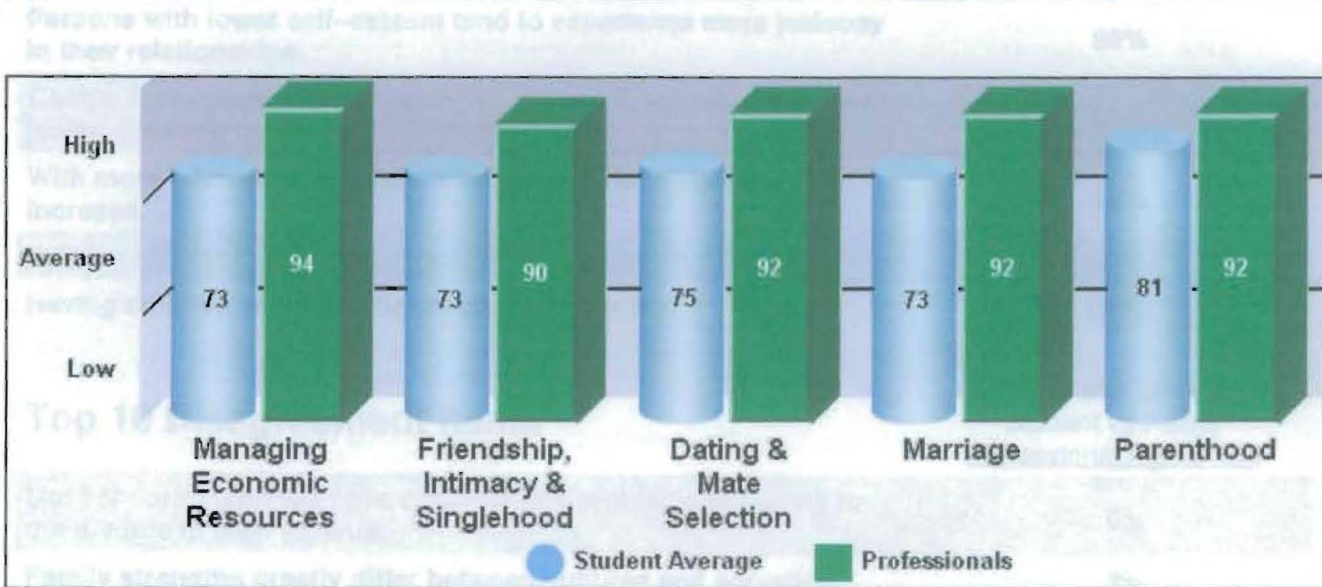
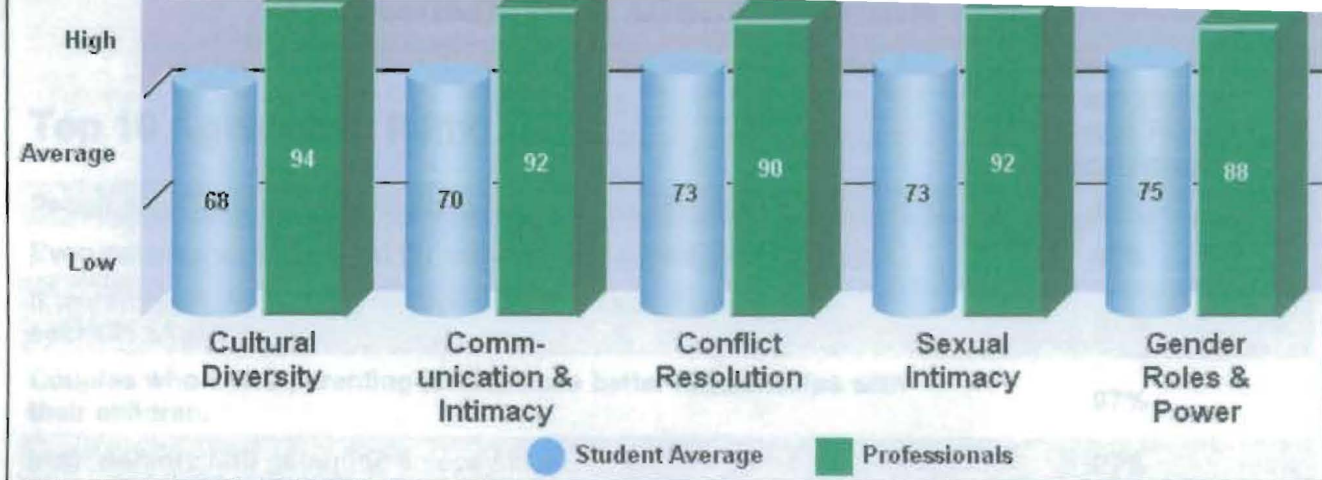
Post-Test Summary (39 Students)

Summary includes students who also completed the AWARE Pre-Test

SOCI206-01-SPR2010

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Learning Outcome #3

Statement of Goal

Students will understand sociological theories and methods.

How Results Were Analyzed (When and By Whom?)

Two sociology professors analyzed the data between March and May of 2010.

Evidence Gathered

A sample of five papers were gathered from sociological research and a sample of ten papers were gathered from sociological theory. Two professors from outside the course and within the program divided the papers and evaluated them using sociology's 3 point/2 dimension rubric for evaluating student writing. This makes a total of ten cases of evaluation for sociological research and twenty cases for sociological theory.

Expectations of Performance

Out of a possible score of 6 from the rubric, we expected students to score 4.

Results / Evaluation

The mean score for all thirty cases of evaluation across all goals was 4.5. The mean score for sociological research was 4.6. The mean score for sociological theory was 4.4.

For all cases:

Number of students who <u>15</u> exceeded expectations <u>9</u> met expectations <u>6</u> did not meet expectations <u>0</u> exempt <u>30</u> Total	Expectations were: Wholly satisfied X Partially satisfied Not satisfied
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For Sociological Research:

Number of students who <u>5</u> exceeded expectations <u>3</u> met expectations <u>2</u> did not meet expectations <u>0</u> exempt <u>10</u> Total	Expectations were: Wholly satisfied X Partially satisfied Not satisfied
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For Sociological Theory:

Number of students who <u>10</u> exceeded expectations	Expectations were: Wholly satisfied X Partially satisfied Not satisfied
<u>6</u> met expectations	
<u>4</u> did not meet expectations	
<u>0</u> exempt	
<u>20</u> Total	

Analysis and Explanation

Distributions are skewed toward students exceeding expectations.

Action(s) to Maintain or Improve Level of Achievement

The program recommends no action.

Learning Outcome #4

Statement of Goal

Students will develop critical thinking skills for understanding and solving social problems.

How Results Were Analyzed (When and By Whom?)

Sociology did not analyze student outcomes regarding social problems. We did not offer a broad enough range of upper level courses.

Evidence Gathered

NA

Expectations of Performance

NA

Results / Evaluation

Number of students who _____ exceeded expectations	Expectations were: Wholly satisfied Partially satisfied Not satisfied
_____ met expectations	
_____ did not meet expectations	
_____ exempt	
_____ Total	

Analysis and Explanation

Action(s) to Maintain or Improve Level of Achievement

Sociology will be teaching more upper level content courses during the 2010-2011 school year. This will lend itself to more thorough assessment.

**Program Outcomes Worksheet
Sociology (2008-2009)
Lock Haven University of Pennsylvania**

Statement of Goal #1

Increase faculty visibility in field. Increase sociology's visibility to the public.

Where, When, and How Monitored

Kimberly Alexander was appointed coordinator of women's studies and became director of the campus violence prevention program. She authored a grant for which the university was awarded \$299,950. For this she appeared in the local newspaper twice. She is also heading Jocelyn Duke's MLA project. Alexander is a major figure at the university.

Tim Baylor continues to chair the department of sociology, anthropology and social work. Dr. Baylor lead Robert Flatley's MLA project.

Zakhir Hossain presented "Learning for the Future: A Case for Multicultural Education in Asia" at the 4th World Teacher's Day Conference organized by United Nations Educational, Scientific, and Cultural Organization (UNESCO) in Bangkok. He is also Co-Chair of the Improvement Dimension of the Foundations of Excellence in the First Year Experience, a national project in which LHU was one of the fourteen participating institutions, 2008-09. He most recently presented Globalization of Higher Education in Asia at the International Conference on Innovation in Teaching and Management of Higher Education (ICITM 09) in Malaysia on December 21-23, 2009. At home, he chaired Conflict Resolution in Workplace, a Workshop held for LHU Clearfield Faculty and Staff on March 3, 2010. Dr. Hossain has always been an important public character for the university and the sociology program.

Greg Walker continues an important publication agenda. In March he published "A Safety Counterculture Challenge to a 'Safety Climate.'" in the international journal *Safety Science*. Since then, safety professionals have requested copies of the report to integrate into their presentations. This summer, Carl Metzgar will publish accolades of the article in his regular column in *Professional Safety*. Since the last program assessment report, Greg Walker has published more opinion/editorials in *The Express*. They include; "The Paths To Humility" (27 July 2009), "This Plan Was Built Just For You, Gregory" (1 September, 2009), "Clowns As Wolves In The House" (10 October 2009), "The Christian Hero And The Pulse Of Our Consumer Economy" (8 January 2010), "Why We Shouldn't Hate Haiti" (1 February 2010), "Then Again, Maybe We Should Toll I-80" (10 March 2010), "Your Mother's Gorilla Arms Will Not Protect You" (16 April 2010), "The Signs of Safety" (11 June 2010).

Expectation for Satisfactory Performance

The sociology faculty will publish one article per academic year in a peer reviewed journal and four articles per academic year in mass media. Sociology faculty will present two papers at professional conferences.

How Results Were Analyzed (When and By Whom?)

The data were not analyzed, only collected.

Results / Evaluation

Sociology faculty published one article in a peer reviewed journals and presented two papers at conferences and eight articles in the mass media just during the 2009-2010 academic year.

Expectations were: Wholly satisfied Partially satisfied Not satisfied

Analysis (of Data on Performance) and Explanation

Sociology faculty are active scholars but weak on publishing in peer reviewed journals. They are strained with teaching loads. Will meet and discuss expectations and performance.

Action(s) to Maintain or Improve Level of Achievement

Sociology will meet and discuss expectations.

Statement of Goal #2

Expand Program

Where, When, and How Monitored

Recruit majors and design courses in on-going effort.

Expectation for Satisfactory Performance

We will maintain major headcount at 40 FTE students. We will develop a Bachelors of Science program. We will rewrite two current syllabi and improve tracks.

How Results Were Analyzed (When and By Whom?)

Results are quantitative. Sociology of Deviance was added in 2010. One syllabus has been rewritten and the concentration of criminal justice has been converted to Delinquent Youth Analysis. Formal intent to develop bachelors of science program has been registered with PASSHE.

Results / Evaluation

Sociology faculty regularly recruit. Currently there are X majors minus 5 graduates, plus 5 paid incoming freshmen for a total of X. There should be at least 4 recruited in house in the Fall of 2010. *

Expectations were: Wholly satisfied Partially satisfied Not satisfied

Analysis (of Data on Performance) and Explanation

Sociology will meet and discuss analysis.

Action(s) to Maintain or Improve Level of Achievement

Sociology will meet and discuss expectations and maintenance of effort.

* current number of majors is unavailable.