ANNUAL PROGRAM REPORT

College	CLASS
Department	Sociology and Social Services
Program	Major and Minor
Reporting for Academic Year	2016-2017
Last 5-Year Review	2012-2013
Next 5-Year Review	2019-2020
Department Chair	Carl Stempel
Date Submitted	10/16/17

I. **SELF-STUDY** *(suggested length of 1-3 pages)*

Five-Year Review Planning Goals

We addressed the following goals identified in the 12/13 Five-Year Plan:

1. Revise and update curriculum.

2. Continue annual assessments of PLOs and increase the usefulness of assessments for informing curricular development.

3. Increase tenure track faculty hires to meet growing major and anticipated faculty retirements.

4. Develop opportunities for community engagement for all sociology majors as we wind down the Social Services option's internship program.

A. **Progress Toward Five-Year Review Planning Goals**

1. Curriculum

a) Preparations for implementing our new semester curriculum continued. In Spring and Summer 2017, we began intensive planning for our new Capstone course, and its articulation with theory and methods courses. We now understand more clearly how transformative the Capstone course may be. We will carry on this work in 2017-18.

b) We submitted and shepherded through overlay applications for 10 courses. Sociology majors will be able to complete all three overlays in their major.

c) We renewed involvement in the Individual and Society cluster program for 2017-18 and applied to be part of the Self and Society cluster in the new semester cluster program.

d) We wound down the Social Services option, with 2016-17 being the last year of offering Social Work Theory and Methods and internship courses

e) We piloted two new courses for possible adoption after moving to semesters.

2. Assessment - we continued our pattern of conducting an embedded assessment of one PLO each year (see below).

3. Faculty Hires & Assignments
   a) We conducted a successful search for a new tenure track faculty member, a specialist in Research Methods. Dr. Natalie Ingraham began Fall 2017 as our new Assistant Professor.
   b) We received authorization to search in 2017-18 for a tenure track faculty member specializing in Social Movements to begin Fall 2018.
   c) We hired one additional lecturer to add coverage for Sociology Theory while Stempel is department chair.

4. Students and Community Engagement – we continued our community engagement course (SOC 3614) that will serve as a model for similar courses in our new semester curriculum. This course continues to be a great success and we need to work on adding more sections of it. Towards this end, we assessed SOC 3614 for the community engagement PLO/ILO (#4) and plan to add to this assessment in 2017-2018 in ways that will further test its effectiveness.

Over the past year we worked on important planning goals that were not addressed in our past 5-year review.
   a) We developed rules for SOC major requirements for students moving from quarters to semesters and devised a plan for carrying out IAPs focusing on students transitioning from quarters to semesters.
   b) With assistance from Associate Dean Chester, we revised our Program Learning Outcomes to better align with campus ILOs.

B. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: Our most pressing need continues to be building up tenure track faculty. Our most important goal is improving the success of our majors in terms of graduation rates, and improving writing and analytical skills so more of our graduates are prepared for high skill employment and graduate programs. We made important progress towards these goals, although building up tenure track faculty has been and will continue to be hampered by faculty retirements and the significant number of faculty near retirement.

Curriculum: Our most important program change in 2016-2017 was winding down our Social Services option, discussed above. We are working to increase curriculum-based opportunities for community engagement for all sociology majors. Our 2016-2017 assessment focused on this issue and we plan to build on this in 2017-2018 (see below). In addition, in 2016-2017 we began developing a sustainable and rigorous capstone course that will begin with semesters. We have identified several logistical and articulation issues that our Semester Conversion Committee will be working through in 2017-2018.

Students: The number of Sociology major continues to grow beyond our current staffing (see below). In the past, growth and shortage of tenure track faculty contributed to us suspending and then ending our Sociology MA program. More recently, we have severely curtailed our upper division GE (D4) offerings for non-sociology majors by limiting the number of D4

courses offered and allowing only sociology majors to register in sociology D4 courses during the first pass of registration. We hope this is a temporary situation and look forward to when we are able to increase our D4 offerings for non-sociology majors.

We anticipate a heavy additional advising workload as we transition to semesters. In addition, we are committed to improving the success rates of our majors, although we define success in ways that adjusts goals for our students working more than 20 hours a week and/or have heavy family obligations. Towards these ends, we are delighted with the institution of the Faculty Advising Fellows program in spring 2017, and being awarded a Faculty Advising Fellow for 2017-2018. Sukari Ivester will serve as our FAF. We are most interested in developing a sustainable system of monitoring and reaching out to students who are not making progress towards their degree, learning more about the obstacles they are facing, and getting them in touch with services and resources that may help them back on track.

Faculty: In 2016-17, we carried out a successful tenure track search, adding Dr. Natalie Ingraham beginning in Fall 2017. In addition, we were awarded another search for 2017-18 to hire a specialist in Social Movements. However, Dr. Efren Padilla retired at the end of 2016-17 (FERP) and several other faculty are nearing retirement age. In addition, Dr. Patricia Jennings has, at least temporarily, moved to Associate Dean. Thus, we begin 2017-18 with one less tenure track faculty member than the start of 2016-17.

Our faculty continued a high level of university service, especially in the areas of increasing campus diversity and developing a curriculum and services that serves a diverse student body. Here are some highlights of our faculty activities and awards for 2016-2017.

- Sukari Ivester led a successful effort to create a CSUEB chapter of the Sociology Honors Society, Alpha Kappa Delta, with the much appreciated assistance of My-Lan Huynh and Dwyla Jourdan in Student Life. The CSUEB chapter of Alpha Kappa Delta was officially established in May 2017 in time for Spring 2017 graduates to be honored.

- Donovon Ceaser received a Faculty Support Grant for research on adultism and students' self-conception. This research will investigate the role that age inequality plays in shaping students' conception of themselves as students.

- Duke Austin received the Outstanding Scholar on Issues of Diversity, Social Justice, and Multiculturalism Award, recognizing outstanding scholarship and teaching at the CSU systemwide level.

- Emilia Ianeva and Duke Austin each received Faculty Diversity and Inclusion Development grants to improve the curriculum and pedagogy in their courses.

- Duke Austin organized and Emilia Ianeva participated in a Faculty Learning Community on Diversity and Social Justice that explored the feasibility of starting a Faculty Center for Diversity and Social Justice at CSUEB.

- Duke Austin was awarded the Enhanced Course Learning Grant for three pedagogically-innovative projects, including the International High School Campus Visit, the Community Engagement Showcase, and numerous Guest Speakers.

- Duke Austin received an award for Exemplary Assignment for Faculty Special Recognition for exemplary assignments that contribute to the diversity learning objective.

- In Spring 2017, Natalie Ingraham was selected for the QuickStart program in the California Breast Cancer Research Program. Through this grant, Dr. Ingraham is participating in a grant writing and community research partnership program that entails Dr. Ingraham working with a community partner and submitting external grant applications as the lead Principal Investigator.

- United Nations University, World Institute for Development Economics Research contracted Carl Stempel to produce a study on the economic and political integration of Afghan refugees in the U.S., as part of a collaborative, comparative study on refugee economic and political integration in four developed countries.

Staff: Administrative Coordinator, Sylvia Musson, continues to be the backbone and soul of our department, and an outstanding mentor and colleague of other staff and faculty in Meiklejohn Hall. We are exploring the possibility of cloning her.

Resources: With the addition of offices on the fourth floor of Meiklejohn Hall, we have been able to reduce office overcrowding. At the top of our department's current needs is a site license for qualitative data analysis software for teaching qualitative methods and research projects.

Assessment: We conducted an assessment of PLO/ILO #4 (see below).

SUMMARY OF ASSESSMENT

C. **Program Learning Outcomes (PLO)**

Our PLOs are one to one aligned with the ILOs.

PLO1: Students will be able to evaluate the adequacy of sociological analyses by identifying and critically assessing their 1) analytical framework, 2) data collection techniques, 3) sampling techniques, and 4) data analyses used in empirical research projects. (ILO 1)

PLO 2: Students will be able to effectively communicate, orally and in writing, in educated, open-minded dialogue on diverse sociocultural beliefs, perspectives, and norms. (ILO 2)

PLO 3: Students will be able to demonstrate knowledge of cultural differences and an understanding of how power, privilege, and culture produce social inequalities and stigmatization, and how structures of domination are effectively challenged. (ILO 3)

PLO 4: Students will be able work collaboratively in diverse groups, understand the value of civic engagement, and, when appropriate to their educational path, successfully engage in community service. (ILO 4)

PLO 5: Students will be able to demonstrate knowledge of local, national, and global policies and practices that contribute to environmental degradation; the unequal distribution of the consequences of environmental degradation; and strategies for developing sustainable alternatives. (ILO 5)

PLO 6: Students will be able to critically read, interpret, and synthesize abstract sociological arguments and theories, and use sociological theories and models to develop research questions. (ILO 6)

D. **Program Learning Outcome(S) Assessed**

Over the past six years Sociology has revised its PLOs to directly align with CSUEB ILOs and then set out to assess a different PLO/ILO each year, often using an embedded assessment of a key assignment in relevant course(s). Here is a list of recent assessments conducted:

- 2011-12: PLO/ILO 1 was assessed in Research Methods courses by developing and applying a rubric to an aligned course assignment.
- 2012-13: PLO/ILO 6 was assessed in Sociological Theory courses, using an instrument to assess knowledge of basic theoretical concepts.
- 2013-14: PLO/ILO 4 was assessed through a survey of Field Instructors for students placed in internships at community agencies and public school.
- 2013-14 PLO/ILO 3 was assessed for Social Services option students only, through the fieldwork course.
- 2014-15 PLO/ILO 3 was assessed by developing and applying a rubric to an aligned course assignment in a Sociology of Race and Ethnic Relations course.
- 2015-16 PLO/ILO 3 was assessed as part of a campus-wide assessment of ILO 3.
- 2015-16 PLO/ILO 5 was assessed by developing and applying a rubric to an aligned course assignment in an Environment Sociology course.

E. **Summary of 2016-2017 Assessment Process**

PLO/ILO ASSESSED

PLO 4: Students will be able work collaboratively in diverse groups, understand the value of civic engagement, and, when appropriate to their educational path, successfully engage in community service. (ILO 4)

INTRODUCTION

Duke Austin, the Faculty Fellow, examined 10 randomly selected student journals from the course *3614: Immigrant Community Engagement*. Each week, students read 1-2 chapters from the book *Learning through Serving: A Student Guidebook for Service- Learning and Civic Engagement across Academic Disciplines and Cultural Communities, Second Edition,* by Cress, Collier, and Reitenauer (2013). In addition, students spend 6-to-8 hours volunteering in a community-based organization that serves recent immigrants. For their weekly journals, students are asked to answer reflection questions that connect the concepts in the book to their own service-learning experience. In total, each student completes 10 entries in their journal—one entry for each week of the course.

Instrument(s): The reflection assignments were evaluated using the "Civic Engagement Value Rubric" developed by the Association of American Colleges and Universities and supplied by the CSUEB Office of Community Engagement. The six rubric criteria are (1) Diversity of Communities and Cultures, (2) Analysis of Knowledge, (3) Civic Identity and Commitment, (4) Civic Communication, (5) Civic Action and Reflection, and (6) Civic Contexts/Structures. Larger numbers on the rubric represent more positive outcomes

Sampling Procedure: The 21 students in the course each produced 10 weekly journals for a total of 210 weekly journals. Ten weekly journals were randomly selected from those 210 journals.

Sample Characteristics: Students in SOC 3614 (see above for details)

Data Collection: For their weekly journals, students answered reflection questions connecting the concepts in the book to their own service-learning experience. In total, each student completes 10 entries in their journal—one entry for each week of the course.

Data Analysis: Selected weekly journals were evaluated using the Civic Engagement Value Rubric discussed above. Scores were calculated for each of 6 values or for each of 10 weeks.

F. **Summary of Assessment Results**

Main Findings:
Student assignments demonstrated a fairly high average (3.2 out of 4) across all 6 rubric criteria, indicating a strong understanding of and incorporation in of community engagement. Seven of the 10 assignments had an average score above 3, indicating that the majority of the students were actively working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference.

None of the assignments indicated very low levels of community engagement. The lowest average assignment score was 2.3. Assignments tended to score the highest (3.4 out of 4) in *Criteria 4: Civic Communication*, indicating that students tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action. Assignments tended to score the lowest (2.9 out of 4) in *Criteria 5: Civic Action and Reflection*.

Recommendations for Program Improvement:
Assignments tended to score the lowest (2.9 out of 4) in *Criteria 5: Civic Action and Reflection*. This means that the course instructor could work to develop student initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions. At the same time, it is understandable that this criterion would score lower than the others since the aim of the class is to have students *participate* in *one* civic context and structure rather than *lead* in *multiple* contexts and structures.

Next Step(s) for Closing the Loop:
With the dissolution of the Social Services Option, SOC 3614 is the only course that has students actively work in a community-based organization. We currently only offer one section of this course each year and the assessment was only on this one course, limiting our ability to infer causality. Our next step should be to compare SOC 3614 with SOC majors who have not taken SOC 3614. If they differ significantly in the direction of SOC 3614 students displaying greater community engagement and interest, this would more strongly indicate that the community engagement course (3614) contributes to students becoming more civically engaged. We would then strongly encourage other faculty to develop and teach additional community engagement courses.

Assessment Plans for Next Year
Our current plan is to conduct an online survey, with structured and open-ended questions, allowing us to compare community, civic, and political engagement levels among SOC majors who have and have not completed SOC 3614. This will broaden our understanding of civic and political engagement among our students, possibly justify devoting more resources to community engagement courses, and test the durability of attitudes and practices fostered by SOC 3614. A great deal of anecdotal evidence suggests that the SOC 3614 course is transformative. Our 2017-18 assessment will provide an opportunity to test this and use this information to move ahead with plans to expand our community engagement component. We understand that this plan deviates from our "assess a different PLO each year" strategy, but believe this is justified by the potential benefits of spending an extra year on PLO 4.

II.   **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

A. **Discussion of Trends & Reflections**

Notable Trends: (see Figures 1-4 in Appendix A)

Our number of majors continues to grow, as does the share of our resources devoted to serving SOC majors. CAPR data shows that our total FTES increased by 13% from Fall 2015 (351) to Fall 2016 (398). Over the four-year span of Fall 2102 to Fall 2016, our FTES grew 18% (335 to 398). Further, during that four-year span our Major FTES grew 37% (205 to 282), while our GE FTES declined 24% (161 to 123). Most of the GE FTES is from offering Introduction to Sociology, indicating that a very high proportion of upper division FTES is devoted to SOC majors. We look forward to a time when we are able to return to providing substantial upper division GE offerings for all CSUEB students.

Whether measured by head count or FTEF, *our proportion of tenure track to lecturer faculty declined between 2012 and 2016.* Thus, our increasing FTES has been covered primarily by growing our lecturer faculty. Between 2012 and 2016 our lecturer faculty head count increased by 25% (from 8 to 10) and, more importantly, lecturer FTEF grew by 66% (3.5 to 5.8). Our head count for tenure track faculty (8) stayed the same during this period because our three new hires were matched by retirements. Another way to see this trend of greater reliance on lecturers is that in Fall 2012, 43.8% of our FTES was taught by lecturers (147/335.4). By Fall 2016, this had increased to 49.7% of our FTES being taught by lecturers (197.5/397.5).

Our Instructional SFR, with fluctuations, declined modestly from 32.7 in 2012 to 30.5 in 2016. We believe that much of this decline was due to anticipating a greater increase in demand than materialized in Fall 2016. In Fall 2016, we offered 46 courses, and tamped that back to 42 and 43 courses in Winter 2017 and Spring 2017 respectively.

In summary, our SFR continues to be strong; our FTES is growing, especially among our majors; and the proportion of teaching done by lecturers is increasing. These trends illustrate our continuing need to hire additional tenure track faculty to meet the teaching and advising needs of our growing major.

Reflections on Trends and Program Statistics:

It appears that the Sociology major is continuing to grow, as is the proportion of teaching done by lecturers. The latter is despite three tenure track hires during the period of study. We anticipate a continuing need for tenure track hires in order to prevent further decline. We are delighted that we are currently conducting a search for a Social Movements specialist to begin in 2018-19. However, we have three senior faculty members who are at "normal" retirement age (age 60+).

We are mildly concerned about our slight drop in SFRs. However, our SFRs continue to be strong and we believe the Fall 2016 dip was largely due to an overestimate of growth that was corrected for with reduced offerings in Winter and Spring. In addition, we have many students who need faculty support and mentoring. Thus, we believe our Fall 2016 SFR of 30.5 is at an appropriate level and hope to keep our SFR in this ballpark. Finally, we are pleased that the gap in SFRs between lecturer and tenure track faculty has declined in recent years.

B. **Request for Resources**

1. Request for Tenure-Track Hires

Area of specialization: Sociology of culture

Secondary areas: Must teach research methods and/or sociological theory. Must be able to teach courses in two of the following areas: media and culture, popular culture, sports and leisure, organizations, social psychology, intimate relationships, social inequality, political sociology, economic sociology, and education.

Rank at hire: ☒ Assistant professor ❏ Associate professor ❏ Full professor

Tenure status at hire: ☒ Probationary (untenured) ❏ Tenured

Starting date: August, 2019

We request hiring a tenure-track, Assistant Professor who is a specialist in sociology of culture and will teach research methods or sociological theory. The new hire will also teach courses in two of the following areas: media and culture, popular culture, sports and leisure, organizations, social psychology, intimate relationships, social inequality, political sociology, economic sociology, and education. This position will begin in fall 2019.

Sociology of culture is a major and growing area and perspective in sociology. We have one lecturer who teaches a course in popular culture, but need a faculty member who will develop and teach a general sociology of culture course and infuse analysis of culture in other areas of study. A cultural sociology specialist will be most valuable to students, many of whom have strong interests in understanding culture and its influence, but have difficulty conceptualizing how culture influences social life and its role in larger institutions like education, the economy, and politics. A cultural sociology specialist will be quite valuable to our faculty, as understanding the structure of cultural processes and recognizing the influence of culture is critical to successful research in a wide range of areas.

Sociology needs more tenure track faculty to meet the needs of our expanding major. Our self-study shows that in recent years our major continues to grow, and the proportion of FTEF composed of tenure track faculty has declined, as has the proportion of FTES taught by tenure track faculty. Regular, high quality advising is associated with student success and closing achievement gaps. Sociology needs more tenure-line faculty to meet our growing advising needs. Our faculty are very committed to our students, but we have difficulty providing the ongoing advising that many of our majors need. Adding to our tenure-line faculty will continue to close this service gap. In addition, pedagogical practices aimed at addressing diverse academic needs contribute to reducing achievement gaps based on race, ethnicity, sexual and gender identity, class, and migration status. In our recent hires, we have hired diverse faculty highly skilled at developing teaching practices that are effective with diverse and less prepared students. We will continue this trend with the sociology of culture hire.

2. Request for Other Resources

Sociology needs a site license for a qualitative data analysis software that we can teach in our methods courses and use in our research. Moving to semesters, we are expanding our research component. Our campus has SPSS and SAS for structured, quantitative data analysis, but a search through IT services and ORSP found no available qualitative data analysis software. Instead, we were offered per faculty member educational discounted prices that are prohibitive. We believe faculty in other fields (e.g. Communications, Anthropology, Political Science, Human Development, Geography, Marketing, Environmental Studies, etc.) may also benefit from access

to qualitative software for use in methods classes and research. We would be happy to play a leading role in determining need across campus and securing an institutional funding source.

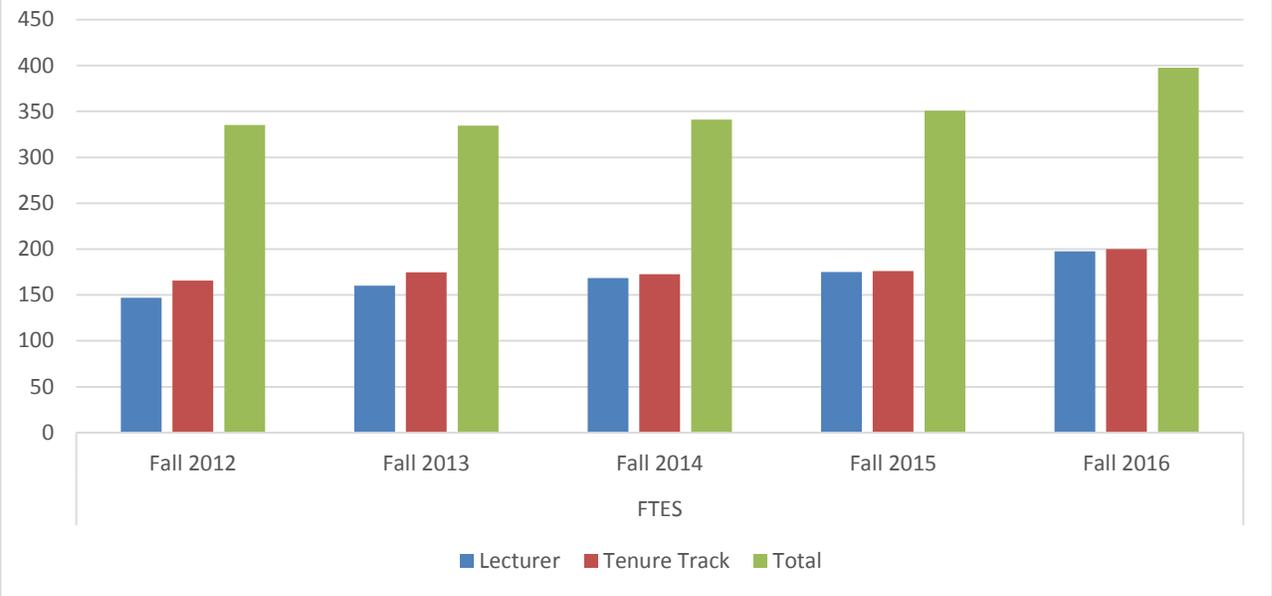Figure 1: Sociology FTES by Faculty Type, 2012-2016

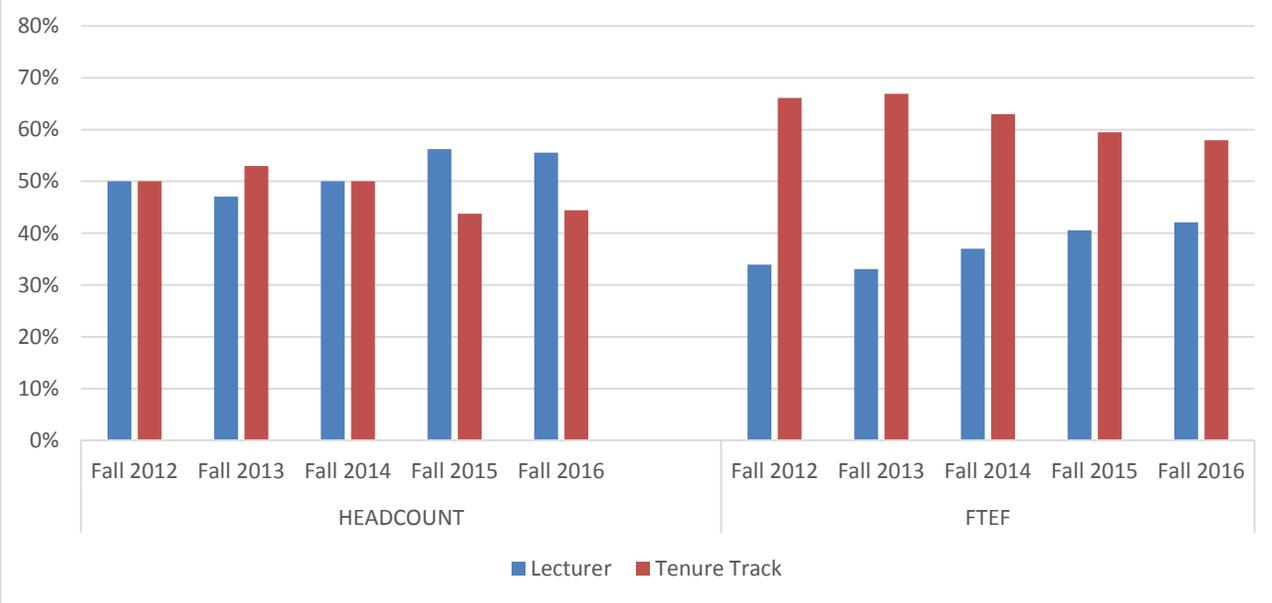Figure 2: Percentage of Faculty Type by Head Count and FTEF, 2012-2016

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Figure 3. FTES by Course Type, 2012-2016
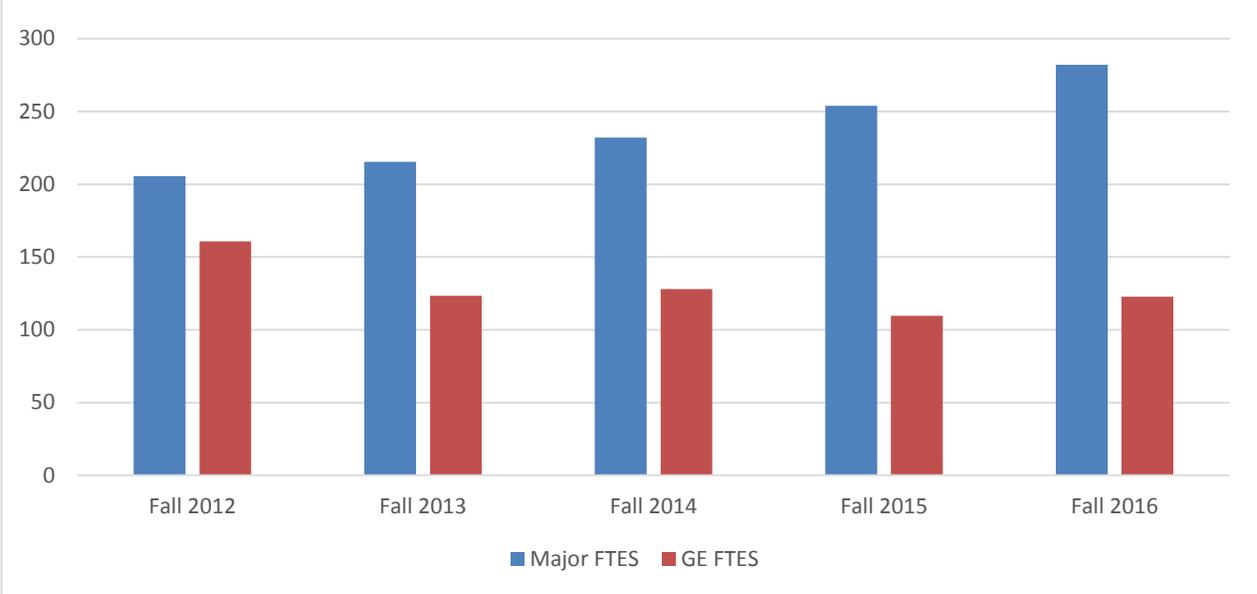

Legend: ■ Major FTES ■ GE FTES

Figure 4: Instructional SFR by Faculty Type, 2012-2016

Legend: ■ Lecturer ■ Tenure Track ■ Total