

**California State University, East Bay  
Sociology and Social Services  
Department**

**Self-Study and Five-Year Plan  
2007-2011**

Prepared by the  
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## Introduction:

### Program Description, Strengths and Distinction:

The Sociology and Social Services Department currently offers an undergraduate program with a Sociology and Social Services Option (SSO). We also offer a minor in Sociology. The Department serves students at both the Hayward and Concord campus. With 340 majors in 2011, we ranked 5<sup>th</sup> out of 18 in number of majors in CLASS. By fall 2012 our number of majors grew to 420. Institutional data also reveals that 74 students graduated with a minor in Sociology in 2012.

### Focus on Students:

Sociology students are exceptionally diverse. Demographic data reveals that, in any given year, over three-fourths of our majors are female. The number of Hispanic identified students has grown from 16% in 2007 to 28% in 2011. We are pleased that the growth of Hispanic students more closely reflects the ethnic make-up of the Hayward and surrounding areas. Since our last review, we have seen a slight fluctuation in the number of Black students with 27% of students identifying as Black in 2007 to 21% in 2011. Asian identified students currently make up 14% of the student body and whites make up 13%. While data on social class is not available, anecdotal evidence suggests that serve a large number of students who are the first in their family to attend college. We attribute our diverse student demographics to course offerings that attract students who, often through lived experience, have an interest in social and cultural diversity, structural systems of inequality, and social movements/justice. Our ability to prepare students for employment in community-based agencies that serve underrepresented populations also attracts a diverse student body.

The budget crisis has been a barrier to curriculum revision and new course development. Nonetheless, we have made progress in this area. Our current course offerings continue to emphasize social and cultural diversity. Since our last review we developed one new course on food and culture, and we have utilized our *Special Topics* course to offer a series of courses (e.g., Sociology of Sport, Sociology of the 2008 Economic Crisis) that engage students in a critical analysis of social forces. The department's emphasis on theory and methods further enhances a strong foundation in critical thinking. Moreover, the "STEMcentric" quality of our methods courses provides students with highly valued, marketable skills. Although our program is primarily an upper division program, we facilitate critical thinking among undergraduate students through our participation in the Freshman Cluster Program. The cluster program's unique multidisciplinary approach to an area of study enhances students' ability to integrate multiple perspectives on a given topic.

Over the past five years, the SSO has grown from about 30 to over 60 students. This popular option connects students to the local community through internships, which, in turn, helps prepare them for careers in social services and/or admission to an MSW program. We have also succeeded in sending Sociology MA students (admissions to this program are currently frozen) to PhD programs. For instance, since our last review five graduate students were accepted to a PhD programs in Sociology or a closely related discipline. People of color and students from

working class backgrounds (e.g., first in their family to earn a degree) are underrepresented in PhD programs. In preparing our diverse graduate cohorts for PhD programs, our department made a modest contribution toward redressing this larger problem.

Mentoring and advising can be a challenge in the current budgetary climate. However, we devised and instituted new advising tools (e.g., a self-help check sheet and Web link) that allow us to reach a wider swath of students in the face of a shrinking number of TT faculty members. Faculty attend all student events (e.g., Transfer Orientation), and we utilize these events as an opportunity to review roadmaps and self-help tools with incoming students. We also manage to find time to encourage and support students in their pursuit of opportunities that will further their careers and/or educational goals. For instance, SSO student Emily Flemming was awarded the prestigious Panetta Internship in 2012; SSO student Loan Thi Kim Nguyen was the 2012/13 recipient of the William R. Randolph Hearst/CSU Trustees Award for Outstanding Achievement; and, Sociology student Maria De La Rosa was awarded a CSUEB Student Research Fellowship.

We are striving to enrich student experience through two new initiatives (explained in detail in our Five-Year Plan). Working in collaboration with faculty from UC Davis, UC Berkeley, and Cal Poly SLO, Dr. Carl Stempel developed a grant proposal that will fund an initiative that links CSUEB students to the local Afghan community. The goal of the initiative is to train CSUEB as student mentors to Afghan high school students. While the group will strive to recruit Afghan students to serve as student mentors, this program will be open to all CSUEB students who have an interest in the Afghan community. A course on Afghan culture will be linked to the training portion of the mentoring program. Both CSUEB and Afghan high school students will benefit from this innovative mentoring program.

The second initiative addresses the 2007 External Reviewers suggestion that we involve students in more community-based research. Two faculty members have applied for a STEM grant to fund the purchase of telephone interview equipment that can be used in computer labs on campus. Once this equipment is procured we plan to reach out and offer our services to community-based agencies. Students enrolled in the two sequence research methods course will devote their class project to the development, implementation and analysis of a survey for a community organization. This technology may also help facilitate cross-department research collaborations.

#### Assessment:

Since our last review, we have made good progress in assessing Student Learning Outcomes (SLOs). Between 2011 and 2012 we conducted a direct assessment of SLOs in one theory course and two methods courses. Student performance in internships was assessed using the general outcome criterion evaluated by student community field instructors. Outcomes of the methods SLO led to the development of two in-class assignments designed to help clarify abstract concepts through “hands on” group work. Our Five-Year Plan includes a plan of assessment for the next five years.

#### Faculty:

Our department has experienced a precipitous decline in TT faculty members over the past decade. The total number of faculty has remained at a low, but steady, number (eight) since 2007. However, the number of faculty who entered into part-time status increased from two to three. Two faculty members are currently in FERP status and one is an administrator with no teaching or service commitment to the department. One of the faculty members in FERP status will retire at the end of 2012/13. The number of lecturers has declined from nine in 2008 to six in 2011, and one .8 entitled lecturer will retire at the end of the fall 2012 quarter. Between 2007 and fall 2012 we submitted four TT search requests. Of these requests only one search for an SSO position was granted during the five-year time period that covers this review. That position was filled in 2008. In fall of 2012 we were granted a TT search in Race and Ethnic Relations. This search is currently underway. We are pleased that we were awarded these positions. However, given that one TT faculty member and one lecturer will retire this year, we will **be down one faculty member even if our current search culminates in a successful hire.**

Institutional data show that the low number of Sociology faculty is accompanied by a decline in the number of course sections that we offer and a concomitant rise in enrollment caps. This shift occurs at a time when over half of our students need remediation. Departments have been asked to increase course caps and to offer more mega sections, with enrollments of 90 or more students, to offset lower enrolled courses. The Sociology and Social Services department has complied by increasing caps on all but methods courses and by offering mega sections (90 students or higher) of *Introduction to Sociology*. Although we understand that this is a response to the budget crisis, these short term strategies are not sustainable over the long run. The large number of remedial students requires that faculty include more writing in their courses and, thus, spend more time grading and advising. Moreover, larger courses are coupled with other increases in workload such as annual assessments of SLO; increased advising loads; participation at a growing number of student events; service to the department and university (which has increased with the declining number of TT faculty); and, engagement in scholarly activities.

Despite the increase in workload, Sociology and Social Service faculty have made significant contributions to scholarship since the last review. As a whole, faculty members have published three books, numerous peer reviewed articles in scholarly journals, and book reviews. Faculty have presented papers at numerous regional, national and, even, international conferences. Faculty members also manage to find the time to serve on departmental and university-wide committees, and they have made significant external contributions to organizations in their local communities.

The balance of this report provides a detailed explanation and evidence of progress that we have made since our last review. And, we provide an overview of goals we will aim to accomplish over the next five years.

# **Part I: Self-Study**

The Self-Study addresses the Department's accomplishments and struggles over the past five years. The Self-Study is organized as follows:

- 2.1 Summary of key suggestions for improvement identified by the outside reviewer in the 2006/07 review, and our progress in implementing these suggestions as well as the goals listed in our previous Five-Year Plan.
- 2.2 We present progress in the area of assessment.
- 2.3 We present student and course data along with progress and problems in scheduling and advising.
- 2.4 We present descriptions of tenure track (TT) positions requested and filled since our last review.
- 2.5 We discuss library and technology resource needs.

### *2.1 Summary of Previous Review and Five-Year Plan*

CAPR's response to our last review was to continue the Sociology degree program without modification. Dr. Edward Nelson, Professor of Sociology at CSU Fresno, served as the External Reviewer. His overall assessment of our program was positive. He provided seven recommendations for improvement. Several of these recommendations coincided with stated goals in our last Five-Year plan. (It should be noted that the Five-Year plan was written after the completion of the review. This is partly explained by the fact that the Department Chair, Young Song, passed away during the review processes, CAPR requested that the Five-Year Plan be submitted with the 2008 Annual Report.)

The following is a list of Dr. Nelson's seven suggestions and two other areas of achievement not mentioned in Dr. Nelson's report:

1. All parties involved in the last review cited a need for TT hires.
2. Dr. Nelson noted the need for a reduction in teaching and workload. He noted the need for a better distribution of service on MA committees.
3. A need for curriculum revision and assessment of SLOs was noted. Dr. Nelson indicated that the Social Service Option (SSO) would be enriched by adding clinical sociology, service learning, and community-based research. He also suggested that we consider the development of online courses.
4. A need for community building between students and faculty and among faculty members was noted.
5. Dr. Nelson suggested that we incorporate research opportunities for students.
6. A call for stronger ties to local and global communities was noted.
7. Dr. Nelson indicated the need for additional staff and office space. At the time of the review we were overburdened by the administrative merge with Anthropology.

### Other Achievements:

8. We include a discussion of faculty scholarly achievements since the last review. (The external reviewer made no suggestions for improvements in this area in the last review).
9. We include a review of our updated Web page and new student links.

## 1. Tenure-Track (TT) Hires

Dr. Nelson noted the precipitous decline in TT faculty in our last review. Despite being **awarded a TT search for 2012/13** (see Section 2.4), we have made **no improvement** in this area. The number of TT faculty has declined from 12 in 2001 to 8 in 2012. Part of this decline resulted from the formation of the MSW program in 2003 when three faculty members left Sociology to join the newly formed MSW Program. Since our last review we lost four faculty members:

Dr. Young Song passed away,  
Drs. Diane Beeson and Karl Schonborn retired, and  
Dr. Maxine Craig resigned to take a position at UC Davis.

Since our last review we hired one TT faculty member, Dr. Holly Vugia, for the SSO. As the chart below shows the number of TT currently stands at eight with two in FERP status and one, Nan Chico, who is not teaching in the department but is in an administrative position.

<i>Tenured Track Headcount</i>	2007	2008	2009	2010	2011	2012
Full-Time	7	6	6	5	5	5 (Jennings, Johnson, Padilla, Stempel, Vugia)
Part-Time	1	2	2	3	3	3 (FERP: Bowser & Van Groenou; ADMIN: Chico)
Total TT	8	8	8	8	8	8

In 2012/13 we were awarded one TT search. We are pleased that our request for a TT search was approved. Nonetheless, **a TT hire for 2013/14 will not increase the number of TT faculty**. Dr. Willem Van Groenou is in his fifth and final year of the FERP program, and Michael Schutz, a .80 entitled lecturer, will retire at the end of the fall, 2012 quarter. A November, 2012 memo from the CLASS Dean states that departments awarded a new hire will experience a reduction of \$35,000-40,000 in lecturer funding (see Appendix A.1). Thus, we will not have the funding to replace Professor Schutz when he retires. Therefore, even with a new TT hire, the total of number of faculty will be decreased by a .80 lecturer.

## 2. Reduction in Faculty Work Load & Distribution of Service on Graduate Committees

Dr. Nelson noted a need to reduce faculty teaching load. The need to, “Strive to improve the conditions of work for those employed by the Department,” was also noted in the Five-Year Plan **There has been no improvement in this area**. The decline of TT faculty coupled with a



decrease in course sections and accompanying increase in course caps (mandated by various administrators in response to budget crises) has resulted in an increase in work load over the past five years.

With the exception of the Chair, the teaching load for TT faculty remains at 9 courses, 12 WTUs per academic year. This is not surprising given that a reduction in teaching load can only be implemented as a university wide policy. A decline in the number of faculty members requires that remaining faculty serve on more committees; increase their advising load; and, participate in a growing number of student events. (Over the past three years, the number of student events such as the Transfer Orientation has increased and the responsibility for covering events has shifted to the department.) Despite the heavy workload, faculty members manage to staff every student event on both the Hayward and Concord campus, and to serve on department and university wide committees. For instance, over the past five years faculty members have served and held offices on the following Senate committees: CAPR, CIC, CR, FAC and the Academic Senate. Currently, faculty members serve on COBRA, CIC, FAC, and the Senate Executive Committee, the Layoff Committee as well as subcommittees. For example, two faculty members serve on the Online and Hybrid Task Force created by CIC. One faculty member serves as the state-wide Affirmative Action Representative for the CFA. Another faculty member serves on the Institutional Review Board and on two different committees at the Concord Campus, while another is the CIC liaison to Concord. One faculty member serves as the EB representative on the state-wide Social Service Research and Instructional Council (SSRIC). The two Social Service instructors have served as consultants for Social Work agencies (see faculty CVs). One of these instructors also served on two TT hire searches and a Field Instructor search for the MSW program and regularly acts as an interviewer for the competitive MSW graduate stipend programs. Despite the willingness of faculty to serve the department and university, we would not be able to staff departmental committees without continued reliance on FERP faculty and, at times, faculty members from outside of our department. For instance, one faculty member in FERP status has Chaired two RTP committees since the last review, and is currently Chair of the TT Search Committee.

In addition to an increase in service load, faculty are teaching more students each quarter as course caps rise. This is particularly burdensome given that over half of CSUEB students need remediation. Meeting the needs of a high number of remedial students requires a deeper level of engagement with students. In addition to teaching the content of the course, faculty must take the time to address serious gaps in writing and math (methods courses) skills.

#### MA Program in Sociology:

In the past review, Dr. Nelson noted an uneven distribution of work regarding service on MA student committees. Unfortunately, we were forced to suspend new admissions to our program in 2009. Several factors contributed to this decision. Workload associated with the graduate program increased when in 2010 the one course release allotted to the Graduate Coordinator was revoked. This coupled with increased budgetary pressures and the decline of faculty with a terminal degree in Sociology (the two SSO faculty have terminal degrees in Social Welfare) made it increasingly burdensome to staff the MA committees (see Appendix B.1 for a full explanation contained in the CAPR request to suspend admissions). Even after enlisting one

SSO faculty to teach a graduate seminar and sit on a few committees, the staffing challenge continued. We requested and were granted an extension on the suspension (see Appendix B.2). Since the suspension, faculty members have met to generate ideas for changes that could make the program workable despite the low number of faculty. A change to the capstone requirement from a thesis to a comprehensive exam (see Appendix B.3) coupled with a new hire may allow us to reassess the feasibility of the MA Program. We are required to make a decision to request a removal of the suspension of new admissions by spring 2013 (Appendix B.2).

### **3. Curriculum Revision and Assessment**

Curriculum:

New course development (a key goal of our revision) has been hampered by the low number of faculty along with cuts to course sections, and a 2011/12 university-wide moratorium on the creation of new majors, minors and courses. Nonetheless, we have made progress in this area, with the following notable gains since the last review:

We participate in the Freshman Cluster Program, which offers first year students a series of courses that approach a single topic from multiple disciplinary perspectives. Sociology joined with Psychology and Philosophy to offer a cluster on the “Individual and Society.” Over the past three years, one introductory sociology course was devoted to the cluster program each winter and spring. We plan to continue our participation in this program; we are currently working on a draft proposal (see Five-Year Plan) for the 2013/14 Cluster Program.

We were granted approval of one new course, Sociology of Food (Soc 3230). This course was developed and is taught once each academic year by Dr. Van derVinne, an entitled .80 lecturer. It covers timely topics such as the relationship between food and cultural diversity and the impact of agribusiness on food, culture, and farm labor.

We utilize two courses, Issues in Sociology and Social Services (Soc 3999) and the Topic Seminar (Soc 4800), to pilot new topics that may eventually be developed as new courses. We are watching enrollment figures in these special topic courses. If high enrollment is sustained over two or more quarters then we will submit paperwork to transform these courses into permanent course offerings (see our Five-Year Plan). These have included:

- Dr. Stempel’s *Sociology of Sport* (Soc 3999). This popular course has been taught once each year over the past three years. It serves as an elective for both Sociology and Kinesiology majors. (This course is linked to the new Center for Sports and Social Justice where Dr. Stempel serves on the Executive Board.)
- Dr. Vugia’s *Sexual Oppression: The Trade, Traffic, and Trauma* (Soc 3999). This course drew over 60 students in winter 2011, limited only by classroom seat capacity.

- Professor Long's, an entitled .80 lecturer, is offering *Sociology of the 2008 Economic Crisis* in winter 2013. Professor Long has a strong knack for engaging students in what some undergraduates might consider a "dry" topic.

We updated and revised *Sociology of Gender and Minority Groups*. *Minority Groups* is now titled *Race and Ethnic Relations*. WE drew on courses from other CSU and UC campuses as a guide for updating our descriptions (see Appendix C.1 for details).

The following courses have been approved as fully online courses: *Marriage and Sex* (Soc 3412); *Parenting* (Soc 3413); *World Development* (Soc 3431); *Sociology of Filipino American Communities* (Soc 3507); *Filipino Labor/Immigration* (Soc 3550); *Sociology of Religion* (Soc 3610); and, *Introduction to Social Services* (Soc 3700). *Human Behavior in the Social Environment* (Soc 3720) has also been available online. We offer between three to five online courses each quarter.

The recommendation to create a clinical sociology course has not been pursued in light of our limited resources, and since our SSO teaches basic clinical intervention from micro, mezzo and macro levels. The recommendation for more community based learning is met by internships required for the SSO. Occasionally, regular sociology students also seek non-credit community based experiences and the SSO coordinator helps refer them to opportunities. The request that we link students to community based research has not been met. Students do often link their research project from Soc 4111 and 4112 to their internship's social problem or population area. We also are working on a strategy that would help us achieve this goal (see the current Five-Year Plan).

New hires are a common way that new courses enter the curriculum. In our TT position announcement we stated an expectation that the candidate will develop a series of new courses in race relations and in his/her secondary area of expertise (see the position announcement).

Assessment:

Since our last review, we assessed SLOs in two methods courses and one theory course. A full description and report is located in section 2.2. End of the year evaluations for graduating SSO students are also collected and the 2011-2012 summary can likewise be found in section 2.2.

#### **4. Community Building**

We have made modest progress toward this goal. In 2011/12, Dr. Vugia suggested that we create a Student/Faculty Social to be held once during each academic quarter. Each event is dedicated to a different activity. For example, in fall 2011, students and two faculty members discussed a film on race relations in South Africa. At the winter Social, Dr. Bowser gave a talk on his recently published book, *Gangster Rap and Its Social Cost: Exploiting Hip Hop and Using Racial Stereotypes to Entertain America*. We also held a social that provided a forum for students to share their experiences with other students and faculty members.

Throughout their senior year, the SSO cohort spends significant time community building via the SSO sequence of practice courses which are taught throughout the academic year, in one section and by one faculty member. Each spring, the week prior to commencement, senior SSO students attend an evening of celebration, sharing food, a tradition of awarding internship completion certificates, and a general re-cap of their year together. Field Instructors, family and friends are welcome at this event. Students are working to form a Social Service Option club (called S<sup>2</sup>), partly to provide access to an appropriate venue for this end-of-the year event. To date, it has had to be held in one of the large Meiklejohn lecture halls. SSO students also participate in a joint service activity, usually around the winter holidays, which strengthens their group cohesion. For example, this year (2012) they will be making scarves for a local homeless program, using fabric donated by faculty.

A Blackboard Group has also been established for SSO students, since the last review. A SSO Google Site is also available to students, alumni, and our community field partners. It offers job postings there, as well.

Additionally, faculty consistently attend campus rites of passage such as the honors convocation and commencement on both Hayward and Concord campuses. This faculty presence strengthens the Sociology and Social Services community.

We have had less success with meeting the requirement for community building among faculty members. Although ours is a very collegial department, we rarely find time to meet outside of departmental meetings and committee work. We recognize that good ideas are generated when we are able to gather for discussions of our work, students and/or the direction of the department and university. We would welcome more resources so that we could find the time to create opportunities for faculty engagement.

Links to Emeriti Faculty: With the assistance of Penny Peak, Division Director of Major Gifts, we have strengthened our connection to two retired faculty members. Emeritus Professor Robert Dunn subsidizes faculty and student travel with an annual gift of \$500.00. This faculty member has accepted an invitation to speak to sociology in spring 2013 on his most recently published book. Penny Peak, Dean Rountree and Dr. Jennings met Professor Emeritus Shirley Hartley when she visited California in 2011.

## **5. Research Opportunities for Students**

Dr. Nelson suggested that faculty create more research opportunities for students. The inclusion of students on faculty research is especially difficult given the independent nature of our research and the suspension of the graduate program. Nonetheless, since our last review, faculty members have made good progress in mentoring and providing opportunities for students to present their research. Four undergraduates presented research papers at the 2007, Pacific Sociological Association (PSA) Meetings in a session entitled "Class, Race and Gender and the College Experience." These student papers were generated through their work in a Social Inequality course (Soc 3420). The course instructor organized the conference session. (See <http://pacificsoc.typepad.com/documents/PastPrograms/2007.pdf> for verification.) One graduate student presented a paper at this same meeting. One undergraduate and one graduate student

presented papers at two different student sessions organized by a faculty member for the 2007 California Sociological Association (CSA) meetings. Dr. Jennings co-organized and facilitated a Writing Across the Curriculum workshop for a CSA meeting with then graduate student Elizabeth Harris. (Elizabeth completed her MA and is now ABD at the University of Oregon). In 2007, Brian Soller was granted the California Sociological Association Outstanding Graduate Student Award. Brian graduated with his MA in 2008 and is currently completing his PhD at Ohio State University. However, he continues to work with Dr. Stempel as is evidenced by their co-authored paper presented at the 2011 American Sociological Association Meetings.

In fall of 2012, CSUEB created a new Student Research Fellowship. Maria De La Rosa applied for and was one of the only Social Science students awarded a 2012 Fellowship. Maria's paper was accepted for presentation at spring 2013 Pacific Sociological Association meetings and she will submit the finished paper to the CSU Student Research Competition. Dr. Jennings is her faculty mentor and Dr. Bowser is serving as consultant (the paper is in his area of expertise) on the project.

#### Other Student Accomplishments Since the Last Five-Year Review:

- We continue to grant the Lawton Award annually to an outstanding Sociology student. This competitive awarded is decided on the basis of GPA and a student essay.
- SSO student Emily Flemming was awarded the prestigious Panetta Internship in 2012. Dr. Vugia, her student mentor, assisted her with the process of applying for this internship.
- SSO student Loan Thi Kim Nguyen was the 2012/13 recipient of the William R. Randolph Hearst/CSU Trustees Award for Outstanding Achievement.
- Since our last review, five students entered into a PhD program after completing their MA degree in Sociology.
- Over the past three years (we obtained the following data from Institutional Research) a large number of Sociology undergraduates entered into CSUEB's MSW program upon completion of their degree.

<b>CSUEB Sociology Graduates Admitted to CSUEB's MSW Program</b>		
Fall 2010	Fall 2011	Fall 2012
23	24	34

Note: Data on the number of graduates that entered into MSW or MA degree programs at other colleges is not available.

Faculty members continue to work with and encourage students to participate in research and other scholarly activities.

## 6. Ties to Local and Global Communities

### Local Community:

The Sociology and Social Service Department has strong links to the local community. The SSO provides ongoing connections to community-based agencies. Dr. Vugia serves as the SSO Coordinator and has strong ties to a host of social service agencies and public schools in the greater Bay Area. She facilitates internships each year for the SSO students and visits those placement sites (in 2012-2013 there are 61 students needing practicums). Since her hire in 2008, she has increased the number of community agencies that accept our students as interns to over 50. When new agencies are enlisted as University-Community Partners, Dr. Vugia links these programs to the CSUEB Service Learning Department. While connection with Service Learning initiates liability coverage paperwork, it also enables the wider University faculty and student community to access these agencies, if the agency wishes to open up their service learning opportunities to departments beyond the SSO. The SSO engages the local community with our department and the wider University campus. Dr. Vugia also links our department to the broader community through her volunteer and consultant work with a host of local agencies including, but not limited to, her work providing free staff training to staff at the Southwest Keys Program for Unaccompanied Undocumented Minors, and her work providing LCSW supervision at a reduced fee.

### Afghan Community:

Dr. Stempel has served as a consultant to Afghan Care since 2001 and as a research consultant to the Afghan Coalition since 2005. Dr. Stempel's consultation links our department to important issues affecting Afghan immigrants and has been recognized in several media outlets. Currently, Dr. Stempel is collaborating with colleagues at UC Davis, UC Berkeley, and Cal Poly SLO on an intervention project entitled "Mentoring Afghan Youth." Using a Service Learning Model, this project will create a program that trains Sociology students as mentors to Afghan high school students in the local community (see Appendix D.1 for a full description). Since we have vigorously supported this project from the beginning, the interdisciplinary research team decided to house the pilot in our department. This highlights the strength of our ability to build alliances with other campuses and the leading role we play in service learning on our own campus. The team is currently working with the CSUEB Development office to secure foundation grants to fund the first two years of the project. They are also preparing R34 and R21 NIH grants that will allow them to sustain and expand this intervention.

Other faculty members have also made and/or sustained links to local communities since the last review. Dr. Benjamin Bowser has served the community in numerous ways. For instance, in 2009 he became a board member on the Workforce Investment Board in Oakland, CA. From 2003-2008 he served on the Editorial Board of the National Education Association publication *Thought and Action*. Dr. Johnson has served on the board of the Eden Youth and Family Center in Hayward, CA since 2009. Dr. Jennings continues to serve on the board of Alliance for

Humane Biotechnology. In her role as board member, she contributed to an article published in *Gene Watch*.

#### International Community:

Dr. Padilla maintains a long term relationship with universities and city planning agencies in the Philippines. For example, between 2008 and 2012 Dr. Padilla worked as a consultant for Davao Oriental Provincial Development Plan; Butuan City Development Plan; and, Clark Star Development Plan. In 2012 Dr. Padilla presented three different papers on urban planning and development at Silliman University in the Philippines. Dr. Padilla's work in the Philippines brings international attention to CSUEB and enriches course offerings that focus on immigration, labor and the Filipino-American community.

Dr. Bowser has also contributed international connections. His 2005 Visiting Professorship at the Sorbonne led to a connection with Dr. Goma-Gakissa who was living in France at the time. Dr. Bowser recruited Dr. Goma-Gakissa as a visiting scholar for a two year period, 2007 to 2008. A social worker by training, Dr. Goma-Gakissa taught courses for the SSO and the MSW Program. Dr. Bowser continues his affiliation with Dr. Goma-Gakissa as is evidenced by their 2012 coauthored book chapter, "Exploring Slavery's Influence on the Psychology of Slave Descendants in the United States." Dr. Johnson has also brought international attention to our department with a paper presentation at an international conference held in Ireland. His development of a child abuse and neglect measurement was recently published in a top international journal. This paper caught the attention of Dr. Bastian of the University of Kassel. Dr. Bastian has applied for a Fellowship through the German Academic Exchange Program. If approved, Dr. Kassel will join us as a Visiting Scholar for a three month period.

### **7. Staffing and Space**

Since our last review, Anthropology split off from Sociology. Thus, Anthropology is no longer staffed by our Administrative Assistant, Sylvia Musson. Mrs. Musson is currently the only Administrative Assistant for Sociology and Social Services. Office space continues to be a problem for the Department. One regular faculty member shares an office with two different lecturers. The two FERP faculty members share an office with several lecturers. Space will be an even greater problem with the arrival of a new faculty member in 2013/14.

In addition, the lack of space makes it very difficult to arrange feasible work study arrangements for students who need them and have been approved for work study time. Storage space is also quite limited. For example, the SSO purchased some supply storage boxes for their community building events (tablecloths, paper goods, etc.), and due to limited space, placed them in the joint conference room under side tables, only to have them stolen.

### **8. Faculty Scholarly Achievements**

Since our last review, Drs. Jennings and Vugia were awarded tenure and promotion, and Dr. Stempel was promoted to Full Professor. Dr. Bowser was granted a 25 year service award. Despite the lack of travel money (this has improved some over the past two years) and a heavy teaching and service load, faculty members have made impressive progress in the area of

scholarship. Since our last review regular **faculty members published**: two single authored books and one edited volume; eleven referred journal articles; four book chapters; one book review; and, one encyclopedia entry. Regular faculty members have also presented a total of 26 papers at professional conferences in the US and abroad (see Appendix E.1 for faculty CVs).

## **9. Web Page Update**

In the past year, we updated and redesigned our Web page. We now included a link to a “student tool box” that contains roadmaps and degree progress check sheets. We developed a new section, “Where Are They Now?” This section includes the profiles of fully retired faculty. This section is still in progress as we work to locate more retired faculty members. Faculty have also established their faculty profiles on the CSUEB site. There is also a Google Website dedicated to the SSO (<https://sites.google.com/a/csueastbay.edu/sso/>), which has to be maintained by a faculty member.

### *2.2 Curriculum and Student Learning Outcomes (SLO)*

#### *2.2.1 Assessment*

For the academic year 2011/12, Dr. Vugia conducted an assessment of the Social Service Option. Drs. Johnson and Jennings received mini-grants to conduct assessments of methods and theory SLOs. For the methods and theory assessments we tested Sociology 1000 students (Soc 1000 students served as a baseline comparison group) and students who had completed the methods or theory course. Methods and theory assessment instruments were administered during the last week of class in three different methods and theory courses. (We do not offer a capstone course.) We completed two methods assessments because the sample size for the first assessment was too small. We provide the following information on completed assessments below:

1. A chart listing assessment goals for methods and theory mapped to the newly developed university Institutional Learning Outcomes (ILOs).
2. Methods and theory assessment instruments (see Appendix E.1).
3. A summary of methods and theory assessment outcomes (see Appendix E.2).
4. A brief discussion of what we have learned and examples of assignments developed to improve methods outcomes.
5. A summary of SSO internship assessments.

## **1. METHODS & THEORY ASSESSMENT GOALS MAPPED WITH UNIVERSITY ILOs**



### **GOALS: SLOs METHODS**

Students should:

1. understand the goals of science.
2. recognize different research designs, and know the differences between qualitative and quantitative research.
3. have a basic understanding of sampling.
4. be familiar with hypotheses and measurement.
5. be familiar with basic data analysis.
6. have a basic understanding of research ethics.

### **GOALS: SLOs THEORY**

Students should:

1. be able to define theory
2. recognize theoretical paradigms including:
  - a. the theorist associated with each paradigm.
  - b. assumptions/arguments contained in paradigms.
  - c. differences between paradigms.
3. be familiar with basic concepts in the works of classical theorists.

### **UNIVERSITY ILOs that Map with Sociology Theory and Methods SLOs**

**2 of the 7 ILOs in the 2/2012 Strategic Planning Draft map with our Methods & Theory Goals**

1. Think critically and creatively and apply analytic and quantitative reasoning to address complex challenges and everyday problems.
2. Demonstrate expertise and integration of idea, methods, theory and practice in a specialized discipline of study.

## **2. Assessment Instruments for Measuring Methods and Theory SLOs**

Assessment instruments were designed as quantitative exams. Each goal is measured with a set of multiple choice or T/F questions (see Appendix F.1). A quantitative instrument allowed for

ease of comparison between our base-line group (Sociology 1000 students) and students in methods or theory. It also allowed us to test the extent to which demographic variables such as employment status, work hours, race/ethnicity and relationship status were associated with SLO outcomes.

### **3. Summary of Methods and Theory Assessment Outcomes**

Students in methods and theory did significantly better than introductory students on some goals (see Appendix F.2). For instance, methods students scored significantly higher than introductory students on questions that measured Goals 3, 4 and 6 (see chart above for goals). However, there was no significant difference on questions that measured methods Goals 1, 2, and 5. Learning outcomes for the theory assessment show a similar pattern with students doing somewhat better on some questions that measure theory goals, but not significantly better overall.

Demographic variables such as race/ethnicity, work status and work hours had no significant impact on assessment outcomes. However, marital status did have a significant impact with currently or formerly married students scoring somewhat higher in several areas on both the methods and theory assessment exam. We think that marital status may be capturing a combination of age and maturity. (We did not ask age on either instrument.)

### **4. What we Have Learned**

Using our assessment findings to complete a program improvement feedback loop, we gleaned the following relating to the assessment instruments, national trends, advancing student learning, and needing a senior seminar.

The Assessment Instrument:

Time and resources shaped our choice of an assessment instruments for theory and methods (a forced choice exam). Although this is valid approach to assessment, closed-ended questions may not capture the multiple ways that students learn and apply knowledge. Coupling an embedded essay assignment with our quantitative measures may produce a more complete picture of learning outcomes. We plan to create and implement embedded assignments before our next review.

National Trends in Student Learning & Reading:

Our findings may be reflective of larger trends in learning outcomes. For instance, our assessment outcomes align with findings reported in Arum & Rovsa's (2011) book, *Academically Adrift: Limited Learning on College Campuses*. In this longitudinal study, which followed first-year students over the course of their college career, the authors found that assessment scores for seniors were not significantly better than the scores they received when they were tested as first-year students. For instance, 36% of students showed no improvement, and improvement for the rest of the sample was minimal. Student resistance to in-depth reading is a growing barrier to learning. A 2007 study by the National Endowment for the Arts found that reading across a range of materials (e.g., literature, newspapers, magazine articles) and across

different delivery systems (paper, electronic) was down for all groups from 1992 to 2002. However, the decline was sharpest among teens and young adults. This same study found that in 2005, 39% of respondents who were college freshmen at the time of the study reported reading 0 hours per week. Another 26% reported reading 1 hour a week. Recognizing this barrier, may imply the need to strengthen and adapt teaching methods.

#### Ideas for Improvement of Student Learning:

The shift in student reading and learning culture presents serious challenges to teaching. Faculty discussed a range of ideas to improve student learning. These ideas include implementing more quizzes to encourage reading. We discussed implementing the use of everyday examples and applied assignments, which may work as mechanisms that clarify abstract concepts. Shorter attention spans may require that we break up class time with the use of more in-class, hands-on practice in methods and theory courses. While a useful start, these ideas may be limited given the resistance to reading and the large number of students who do not read or write at a college level. There may also be an implication for faculty to embrace more technology enhanced learning techniques which mimic student patterns of daily interaction with digital information.

#### EXAMPLES of Assignments that Address Student Learning:

The following two activities are examples of hands-on, in-class activities that were developed after an examination of the outcome of the methods assessment. Each activity is accompanied by a lecture on the topic under study. Activity 1 is an in-class activity designed to help students understand inductive approaches to data analysis and theory building. They are required to identify empirical patterns and then linking them to an existing theory. Activity 2 is an in-class activity designed to help students better understand causality (including hypothesis development) and empirical measurement of abstract concepts. Working in groups helps to create connections between students which can result in the formation of study/discussion groups.

##### **Activity 1: Seeing patterns in qualitative data**

Work in small groups (3-4) to find patterns in the Craig's List dating advertisements attached to this cover sheet. The ads included are men-seeking-women and women-seeking-men. Think about the following as you read through the advertisements:

1. What do women want in men? What do men want in women? Identify similarities and/or dissimilarities between men and women's ads.
2. Identify the gender norms & patterns that emerge in your observations of the ads.
3. Link the gender themes that you find to the theory that we discussed, "Doing Gender" (the social construction of gender). Do your themes reinforce or challenge gender norms? How so—explain.

## Activity 2: Causality and Measurement

Part A. For each hypothesis stated below, identify the independent (IV) and dependent (DV) variable. Then write one or more survey questions that you think are valid measures of each variable.

Hr1: There is a positive correlation between study hours and GPA among college students.

IV:

DV:

Write survey question(s) that measure your IV & DV.

Hr2: Women who are homeless were more likely to be abused by one or both parents as children.

IV:

DV:

Write survey question(s) that measure your IV & DV.

Part B. Generate a list of at least two other variables that might impact the DV in each hypothesis.

## 5. Social Service Option

### SUMMARY OF SOCIAL SERVICE OPTION OUTCOMES AND EVALUATIONS 2011-2012

- Forty (40) students completed the SSO (one additional student elected early graduation due to family circumstances).
- In total, SSO students provided approximately 9,720 volunteer community service hours. (At \$ 10.00 per hour, that would equal a \$97,200 community contribution.)
- Placements were in community agencies and public schools across Alameda, Contra Costa, San Francisco, Santa Clara, and Stanislaus Counties.
- Placements served extremely diverse populations and a variety of social issues such as: at-risk youth, education, juvenile and adult probation and parole, intimate partner violence, information and referral services (211), homelessness, county service eligibility (WIC, public utility support, etc.), child welfare (foster kids and adoption), sexual assault, sexually exploited minors, child abuse prevention, grassroots community organization (Oakland), elderly socialization, Alzheimer's and dementia, substance abuse, developmental disability, and services for specific ethnic populations (e.g. elderly Afghani, disabled Asian-Americans).

- Using the general outcome criterion evaluated by the student community field instructors, with 1 being least advanced and 4 being most advanced, as a group the students had a 3.5 rating. Specifics are listed in the table below.
- As a group, by the end of the practicum experience, students demonstrated strong abilities to form relationships, exhibit professional comportment, and actively engage in the social service setting. While field instructors rated students well in their communication and intervention skills, these two areas showed room for greater improvement. (Note: a large number of social service students are bilingual and English is their second language; thus frequently English writing skills are not advanced, but the benefit of language diversity is significant for this field of study).

### **FINAL STUDENT EVALUATION RESULTS AS DETERMINED BY COMMUNITY FIELD INSTRUCTORS**

Scale: 1 = Area of Future Growth  
 2 = Demonstrates Emerging Skill  
 3 = Demonstrates Skill  
 4= Consistently Demonstrates Advanced Accomplishment

<b>General Evaluation Criterion</b>	<b>Target Skill</b>	<b>Mean</b>	<b>Mode</b>
The ability to form professional relationships with diverse individuals, groups, and communities	relationships	3.55	4
The ability to effectively communicate in both oral and written form.	communication	3.29	4
The ability to demonstrate professional behavior and attitudes.	comportment	3.57	4
The ability to make appropriate use of agency resources/staff in planning and implementing interventions.	interventions	3.51	3
The ability to actively and effectively participate in the field experience.	engagement	3.59	4
<b>Overall Mean</b>		<b>3.5</b>	

Assessment and the Need for a Senior Seminar:

We believe that a Senior Seminar is the most beneficial way to reinforce learning goals. We envision a seminar that will help students see how abstract theoretical concepts and methodological tools (for empirical studies) are applied to a specific topic/question (general sociology). We submitted several requests for approval of a Senior Seminar in the past. These requests were denied on the basis of budgetary constraints; it has been deemed that lower capped

courses are too costly to offer. We will consider submitting another request as we revise curriculum for the transition to a semester system.

### 2.2.2 Comparison to other CSU Sociology Programs

All CSU campuses except the Maritime Academy offer a BA Program in Sociology. Of those campuses, eleven (i.e., Bakersfield, Domingus Hills, Fullerton, Humboldt, Los Angeles, Long Beach, Sacramento, San Jose and San Marcos) offer an MA Program. CSUEB is one of five campuses with a specialized concentration in Social Services or Social Work.

We compared our program to San Jose State and San Francisco State (two larger campuses in our region) and to San Bernardino (a campus similar to CSUEB in the number of TT campus wide). San Jose State has 480 undergraduate Sociology majors, eight TT faculty and 18 PT faculty. In 2011/12, San Jose State awarded 136 BA degrees. SF state has 614 majors, 11 TT faculty and 8 lecturers. In fall 2011, CSU San Bernardino had 383 majors, 10 FT faculty and six PT faculty members. They graduated 138 Sociology students in 2010/11. Our program is on par with SJ State and San Bernardino in terms of majors and graduation rates, but both of these campuses outpace us in the number of TT and PT faculty members.

### 2.2.2 GE Offerings

Sociology offers one lower division GE course, Introduction to Sociology (Soc 1000) and nine upper division GE courses:

- Sociology: 3410 (*Sociology of Family*); 3411 (*Gender*); 3412 (*Marriage & Sex*); 3420 (*Social Inequality*); 3425 (*Prejudice & Discrimination*); 3550 (*Filipino Labor/Immigration*); 3745 (*Social Deviance*), 3720 (*Human Behavior in the Social Environment*); 4720 (*Medical Sociology*)

The course content of the majority of our GE offerings maps well with several of the university's ILOs. Our courses map especially well with ILOs that call for greater exposure to and a greater understanding of cultural diversity; the development of critical thinking skills; and, the application and integration of theory and methods in a specialized topic of study. Several of our GE courses also include some coverage of globalization and sustainability (e.g., Soc 3420 & Soc 3550).

We have not had the time or resources assess SLOs for GE courses. Our next project is devoted to assessing general sociological knowledge (i.e., the "Sociological Imagination"). This assessment will incorporate SLOs for several of our GE offerings (see our current Five-Year Plan).

## 2.3 Student Data and Demographics; Climate and Advising; FTES and SFR Trends

### 2.3.1 Majors, Minors, Degrees Conferred and Student Demographics

#### Majors:

In terms of the number of majors, the Sociology BA program is one of the top four programs in CLASS. As Table 1 shows, the number of majors has remained fairly constant since 2007. The Department Chair contacted Amber Machamer, VP of Planning and Institutional Research, to obtain the most current data. Through this conversation, she found that the number of students declaring Sociology as a major **rose from 340 in fall 2012 to 420 in fall 2012 (this data will be available on the IR Web page in January 2013)**. Data also reveal that 25 Concord students declared Sociology as a major in 2011.

The suspension of admissions to the graduate program (discussed above) is reflected in Table 1. The majority of students who were enrolled in the MA Program prior to the suspension completed their MA in 2010 and 2011. Approximately 4 students are currently completing their thesis.

Table 1. Majors: Headcount Enrollment by CSUEB Degree Program and Degree Level

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 2012
<b>BA</b>	358	361	375	314	340	420
<b>MA</b>	21	23	26	15	3	NA

Table 1.2 Majors: Headcount Enrollment by CSUEB Degree Program Concord Campus

<b>BA</b>	F07	F08	F09	F10	F11
	39	48	74	38	25

#### Minors:

Information provided by Institutional Research on minors is dated. Moreover, data may underestimate the number of minors since many students do not complete the formal paperwork for their minor until they file graduation. With this caution in mind, data shows some decline in the number of minors between summer 2004 and winter 2006. However, data provided by Amber Machamer (see above) indicates that 74 students declared Sociology as a minor in fall 2012.

Table 2: Headcount by Minors: summer 04 through fall 12

<b>Term</b>							
Sum 04	Fall 04	Wntr 05	Spring 05	Sum 05	Fall 05	Wntr 06	Fall 12
59	105	102	99	53	72	69	74

#### SSO:

Like the Sociology minor, many students do not formally select the SSO until they are close to graduation. Counting the number of students enrolled in the internship (Soc 4718) in winter and spring provides the best estimate of students who select this option each academic year. (The number of students enrolled in Soc 4718 in winter and spring will be close to the number of students who graduate with this option since these courses are taken in the last two quarters of the senior year.) The number of students in the SS Option has increased steadily since Dr. Vugia joined the department in 2008. Prior to 2008, the number of students enrolled in this option was typically between 30 to 35 students, and two sections of the SSO practice sequence were offered (Soc 4716, 4718, 4719). Since 2008 this number has grown to between 50 to 60 students in any given year, and, due to budget restrictions, only one section of the practice sequence (Soc 4716, 4718, 4719) has been offered since the fall of 2011. The hire of two TT lines for Social Services brings stability to the program. Moreover, Social Service faculty members have done a good job engaging students in this option.

#### Degrees Conferred:

Our department does a fairly good job of graduating majors. As Table 3 shows, degrees conferred rose steadily between 2007/08 and 2010/11. However, we experienced a small drop to 116 in 2011/12. The rise in tuition, which may be pushing more students to work and/or increase work hours, coupled with a sharp reduction in summer offerings and a recent restriction on unit load for all but graduating seniors may partly explain this downturn.



Table 3: Degrees Conferred College Years 2007/08 through 2011/12

	CY 07/08	CY 08/09	CY 09/10	CY 10/11	CY 11/12
<b>BA</b>	124	139	128	141	116
<b>MA</b>	2	4	6	8	7

We conferred the following number degrees to students at the Concord campus:

Table 3.1 Degrees Conferred, Concord Campus

	CY 07/08	CY 08/09	CY 09/10	CY 10/11	CY 11/12
<b>BA</b>	14	15	10	14	18

#### Student Demographics:

The Sociology Program has an exceptionally diverse student body. As Table 4 shows, the proportion of Black undergraduates ranged between 30% in 2008 to 21% in 2011. We have seen a rise in the number of Sociology majors who identify as Hispanic (from 16% in 2007 to 28% in 2011). We are pleased to see a rise in number of Hispanic students since this brings us in closer alignment with population demographics in the city of Hayward and surrounding areas. We have a good representation of Asian students. However, the number of Asian and White students declined slightly in 2011. The super majority of our students are female. In any given year, over three-fourths of Sociology majors are female. Student demographics are not surprising given that Sociology has a strong focus on structures of inequality and social change. Although data is not available, it appears anecdotally that we also serve a large percentage of EOP students in the program.

Table 4: Student Demographics, Fall 2007-11

Sex	Fall 07		Fall 08		Fall 09		Fall 10		Fall 11	
	Undergrad	MA	Undergrad	MA	Undergrad	Ma	Undergrad	MA	Undergrad	MA
Female	81% (290)	81 (17)	81 (293)	88 (21)	79 (298)	85 (22)	80 (252)	80 (12)	77 (263)	100 (3)
Male	20 (68)	19 (4)	19 (68)	13 (3)	21 (77)	15 (4)	20 (62)	20 (3)	23 (77)	0 (0)
<b>Race/Ethnicity</b>										
Black	27% (96)	19 (4)	30 (108)	22 (5)	26 (96)	19 (5)	25 (77)	13 (2)	21 (71)	33 (1)

American Indian/Alaska Native	.1 (3)	0 (0)	.01 (2)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	.3 (1)	0 (0)
Asian	19 (69)	5 (1)	19 (68)	13 (3)	17 (62)	15 (4)	17 (52)	20 (3)	14 (47)	0 (0)
Pacific Islander	.1 (3)	0 (0)	2 (8)	0 (0)	2 (7)	0 (0)	.6 (2)	0 (0)	.9 (3)	0 (0)
Hispanic	16 (56)	5 (1)	16 (59)	4 (1)	19 (71)	8 (2)	27 (85)	13 (2)	28 (94)	0 (0)
White	17 (60)	19 (4)	16 (56)	26 (6)	18 (67)	31 (8)	18 (58)	33 (5)	13 (45)	33 (1)
Multiple Ethnicity	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	4 (13)	7 (1)	2 (8)	0 (0)
Race/Ethnicity Unknown	18 (66)	43 (9)	16 (58)	30 (7)	18 (67)	23 (6)	8 (24)	7 (1)	19 (64)	0 (0)
Non Resident Alien	.1 (3)	10 (2)	.01 (2)	4 (1)	1 (5)	4 (1)	.1 (3)	7 (1)	2 (7)	33 (1)

Note: % followed by (raw number)

Note: Totals may not add to 100% due to rounding

#### Course Data:

Table 5 reveals a shift in University policy for managing the budget crisis. We have been asked to reduce the number of course sections offered and, where feasible, increase enrollment caps. We now offer mega sections of Soc 1000 as way to balance our need to keep some courses capped at 30-40 (i.e., methods courses) against the need to increase Student Faculty Ratios (SFRs). Mega sections with enrollments of 90 or more count as one course. Instructors with enrollments of 60 or more receive funding for 1 teaching assistant (TA), and instructors with enrollments of 90 or more receive funding for 2 TAs. Table 5 shows that we have cooperated with this strategy. For instance in fall of 2007 we offered 52 sections with an average class size of 28.6. By fall, 2011 we offered 33 sections with an average class size of 32.9. The decrease in course sections continues at a rapid pace with course sections at a low of 32.5 and average class size at a high of 40 in spring 2011. In fall 2012 we were instructed to reduce our Student Credit Units (SCUs) as a way for CLASS to manage enrollment. This resulted in an even further reduction in sections offered in winter 2013.

Our offerings on the Concord campus have also declined over the past six years. For instance, we offered nine sections in fall and seven in winter and spring of 2009. This decreased to two sections in fall, five in winter and four in spring of 2011.

Table 5 also reveals the impact of the budget crisis on summer offerings. We went from a high of 31.6 summer sections in 2008 to a low of eight sections in 2011. (No summer sections were offered in 2010; summer offerings were moved to self-support for that academic year.)

Table 5: Course History, Summer 2007 through Spring 2012

HAYWARD CAMPUS																				
	Summer					Fall					Winter					Spring				
Year	07	08	09	10	11	07	08	09	10	11	08	09	10	11	12	08	09	10	11	12
Number Sections	23	31.6	22	0	8	52	46	48.2	40	33	46	46	49	49	37	46	45	45	46.3	32.5
Enrollment	548	686	649	0	263	1184	1210	1272	970	1054	1252	1198	1134	1203	1146	1113	1151	1128	1182	1221
Average Section Size	31.8	24.8	35.8	0	32.9	28.6	29.4	33.9	29.8	32.9	31.7	28.1	30.7	30.8	35.2	28.4	29.2	36.7	32.6	40
CONCORD CAMPUS																				
	Summer					Fall					Winter					Spring				
Number Sections	2.0	2.0	2.0	0	1.0	3.0	4.0	5.0	3.0	2.0	5.0	7.0	5.0	5.0	3.0	5.0	7.0	5.0	6.0	4.0
Enrollment	56	56	65	0	35	76	103	174	80	39	156	172	138	104	87	154	169	184	125	127
Average Section Size	28	28	32.5	0	35	25.3	25.8	34.8	26.7	19.5	31.2	24.6	27.6	20.8	29	30.8	24.1	36.8	20.8	31.8

### 2.3.2 Summary of Climate, Advising, Scheduling and Recruitment

The reduction of course sections and higher course caps erects barriers to student success by reducing the time that faculty have to advise and mentor students. As discussed earlier, a large number of CSUEB students have skill gaps. Not only do we see an increase in students with writing and math gaps, we now see students with gaps in reading comprehension. These factors produce a distribution of students in any given class that can make teaching difficult. Faculty must prepare lectures that reach students with serious skill gaps while, at the same time, retaining the attention of those students who are college ready. Our ability to adequately address these gaps requires that we assign more writing and other types of assignments and spend more time mentoring and tutoring students who need assistance. One strategy that more instructors are employing is the use of in-class quizzes and short writing assignments. These strategies represent a few limited ways to address skill gaps. Quizzes encourage students to read, and short writing assignments engage students in writing on a consistent basis throughout the quarter. Short papers allow students to receive feedback earlier in the quarter and to seek tutoring if necessary.

#### Course Scheduling at Hayward:

The reduction in course sections makes scheduling a difficult task. The Sociology Option requires the following courses:

##### Core Courses

*Introductory Sociology* (Soc 1000)

*Introductory Statistics* (Stat 1000)

*Sociological Theory* (Soc 3310)

*Research Methods I & II* (Soc 4111 & 4412)

##### Diversity Core

Three courses (12 units) from a list of six courses

##### Electives

Seven upper division electives

The Social Service Option requires:

The same core requirements as the Sociology Option

The diversity core is not required. Instead students take the following courses:

*Race and Ethnic Relations* (Soc 3520) or *Prejudice & Discrimination* (Soc 3425);

*Introduction to Social Services* (Soc 3700); *Social Policy* (3710); *Human Behavior in the Social Environment* (Soc 3720); *Social Work Theories and Methods* (Soc 4716).

Students are also required to complete two quarters of internship (Soc 4718) and the two-unit accompanying course, *Field Practicum Seminar* (Soc 4719)

SSO students are required to complete two electives.

In order to fulfill the core theory and methods requirement, we offer at least two sections of theory at the Hayward campus each quarter. We offer three sections of *Research Methods I* in fall and winter and three sections of *Research Methods II* in winter and spring. The reduction of summer sections forced us to eliminate summer offerings of *Research Methods*. This change requires us to raise caps and offer more sections of methods during the academic year. We attempt to offer at least two to three courses for the Diversity Core requirement each quarter. When weighing core requirements against electives we tend to offer fewer electives. Offering more electives online has helped students to work electives into their schedule.

In addition to our day courses, we offer several evening courses each quarter. We offer an one theory course and the methods sequence in the evening each academic year. In addition to these core requirements we try to offer at least two evening Diversity Core courses and a scattering of electives each academic year. We are also required to staff our program on the Concord campus. SSO faculty cover courses for this option at both the Hayward and Concord campus. We also rely on one of the SSO faculty members to cover *Research Methods I & II* at the Concord campus. In addition to SSO faculty, one lecturer covers the theory requirement and a diversity requirement and one lecturer covers electives (this individual retires at the end of fall 2012).

We rely on two faculty members to staff all SSO offerings, and we rely on one faculty member to supervise the internships. Staffing these courses is beginning to present some difficulty as this option grows.

#### Advising:

Faculty members have a heavy advising load with the number of majors at 420 and the number of minors at about 74. Nonetheless, we have made good progress in advising with the development and use of a few tools. We recently revised our roadmaps for each option and Dr. Vugia designed a “self-help”, check sheet for the Sociology and SSO option and the minor. The check sheet tracks with the revised road maps and is designed to help students record their own progress toward graduation (see Appendix G.1). We have noticed that these tools coupled with face-to-face advising helps students do a better job of moving through the program. Our new Web link, “student tool box,” further assists with advising since this link contains our roadmaps and self-help, check sheets. The Department Chair uses the undergraduate Sociology listserv to mail out roadmaps and check sheets each quarter. We distribute and review the roadmaps and check sheets at all student events (e.g., Transfer Orientation). We also rely on the listserv to announce changes, deadlines and department events.

#### 2.3.3 FTES, SFR, Percent of courses taught by FT & PT Faculty

As noted above, the number of TT faculty now stands at eight (five FT and three PT), and the number of lecturers stand at six. As of fall 2012, we had four 12.12 entitled lecturers (three at .8 and one at .257). One of the entitled .8 lecturer retires at the end of the fall 2012 quarter. We have three 12.3 entitled lecturers all at .267; and, one quarterly lecturer at .267. The low number of TT faculty has held steady since 2007. However, we have seen a reduction in lecturers from nine in 2009 to six in 2011. The pattern of Full Time Equivalent Students (FTES) taught by TT faculty and lectures follows the headcount with 55.8% of FTES taught by TT faculty in 2011 and 44.2% taught by non-TT faculty. SCUs have remained somewhat steady with 4,578 SCUs in

2007 and 3,984 in 2011. A 2012 memo from former Associate Dean, Jim Oktusu showed us as ranking 5<sup>th</sup> out of 18 departments in contributions of SCUs to CLASS.

Table 6: Faculty/ Lecturer Headcount; Instructional FTES & FTEF and Student Faculty Ratios

	Fall Quarter				
	2007	2008	2009	2010	2011
<b>Tenured Track Headcount</b>					
Full-Time	7	6	6	5	5
Part-Time	1	2	2	3	3
Total TT	8	8	8	8	8
% TT	50%	47.1	47.1	61.5	57.1
<b>Lecturer Headcount</b>					
Full-Time	1	1	1	0	0
Part-Time	7	8	8	5	6
Total Non-Tenure Track	8	9	9	5	6
% Non-Tenure Track	50%	52.9	52.9	38.5	42.9
Grand Total All Faculty	16	17	17	13	14
<b>Instructional FTE Faculty</b>					
TT FTEF	7	7.5	6	5.9	5.1
Lecturer FTEF	8.5	5	4.1	3.4	3.6
Total Instructional FTEF	15.5	12.4	10.1	9.3	8.7
<b>Lecturer Teaching</b>					
FTES Taught by TT	146	144.4	169.5	140.3	148.3
% FTES Taught by TT	47.8	47.5	52.7	59.5	55.8
FTES Taught by Lecturer	159.2	159.6	152.3	93.5	117.3
% FTES Taught by Lecturer	52.2%	52.5	47.3	40.5	44.2
Total FTES Taught	305.2	304	321.17	235.7	265.56
Total SCU Taught	4578	4560	4826	3536	3984
<b>Student Faculty Ratios</b>					
TT	20.9	19.3	28.2	23.9	29.3
Lecturer	18.7	32.2	37	27.9	32.4
SFR by Level (all faculty)	19.7	24.5	31.8	25.4	30.6
Lower Division	42.3	37.4	44.3	40	37.7
Upper Division	19.7	25.7	32.6	28.7	29.8
Graduate	4.5	4.5	12	4.6	6.7

### Student Faculty Ratios (SFRs)

Our SFRs have risen with the reduction of sections and increase in course caps. As Table 6 shows in 2011 our SFRs for all faculty stood at 30.6. However, this figure rose further after we began offering mega sections of Soc 1000. (We have offered mega sections of Soc 1000 for the past 3 quarters and have increased course caps by 10 to 20 students in most courses). A 2012 memo from Jim Oktusu showed that our **SFRs stood at 33** in winter 2012.

### 2.5 Faculty: TT Requests and Searches

Tenure track position requests and descriptions submitted to the Dean of CLASS since our last review are as follows:

2007:

1. Assistant Professor for the Social Service Option

Description:

The primary responsibilities of this position is to prepare students for careers in social work and related social services through teaching and managing field internships in a diverse, multi-cultural, urban setting. The secondary responsibility is to conduct community-based research in areas such social services, housing, health services, mental health, family, child development, employment, violence prevention, drug abuse, and HIV/AIDS prevention and to create opportunities for students to engage in applied research. In addition to teaching, all faculty have advising responsibilities, must assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Please note that teaching assignments at California State University, East Bay, include courses at both Hayward and Concord campuses.

2011:

2. Assistant Professor with a primary area in Research Methods.

Description:

The primary responsibility of this faculty position is to contribute to our core curriculum by teaching Research Methods plus elective courses in one of three concentrations: 1) Medical Sociology (including Alcohol and Drug Abuse and Death and Dying); 2) Criminology (including Police and Society, Juvenile delinquency, and Violence and Conflict); and 3) Institutional Life (including Sociology of Religion, Education, Work and Professions, and Social Organizations). Applicants must have an active research agenda and preference will be given to candidates with a global or transnational dimension to their research and/or teaching.

3. Assistant Professor with a primary area in Race and Ethnic Relations

Description:

The primary responsibility of this new faculty position is to contribute to our core curriculum by teaching Race and Ethnic Relations (including African and Mexican American Families) plus elective courses in one of three concentrations: 1) Medical Sociology (including Alcohol and Drug Abuse and Death and Dying); 2) Criminology (including Police and Society, Juvenile delinquency, and Violence and Conflict); and 3) Institutional Life (including Sociology of Religion, Education, Work and Professions, and Social Organizations). Applicants must have an active research agenda and preference will be given to candidates who demonstrate a global or transnational dimension to their research and/or teaching with links to domestic communities (i.e. African American, Latino American, Asian Americans and immigrant communities).

2012:

4. Assistant Professor with a primary area in Race and Ethnic Relations



Description:

The primary responsibility of this new faculty position is to contribute to our core diversity curriculum by teaching and developing courses in Race and Ethnic Relations, Race and Family Relations, and Prejudice and Discrimination. Preferences for the secondary area of specialization are: 1) Globalization with an ability to teach courses such as Migration, Refugee Experience, Economic Globalization, Transnational Practices and/or Global Health 2) Criminology with an ability to teach courses such as Police and Society, Juvenile delinquency, and/or Violence and Conflict; or, 3) Institutional Life with an ability to teach courses in areas such as Sociology of Religion, Education, Medical Sociology Work and Professions, and/or Social Organizations. Applicants must have an active research agenda and preference will be given to candidates who demonstrate a global/local dimension to their research and teaching.

TT Searches Granted:

We were granted and completed the 2007/08 search for an Assistant Professor in Social Services. In 2012/13 we were granted a TT search for a position in Race and Ethnic Relations (Position 4 above). In an attempt to update our offerings in global relations, we listed globalization as the preferred secondary area of specialization (See Appendix H.1 for the full position description and the OAA number). Our position announcement also states that qualified candidates are expected to contribute to curriculum development. By December 4, 2012 we had received 132 applications from qualified candidates for this position. The Hiring Committee is in the process of finalizing approval for phone interviews, and we plan to conduct campus interviews in early January 2013.

2.6 Resources

Library:

Sociology was allocated approximately \$6,000 for library resources in 2011. We purchased films, streaming rights and books with this allocation. We have been allocated another \$6,000 to spend in 2012. These funds will be expended by the end of winter 2013.

Technology:

Most all faculty use Power Point and Black Board for course lecturers and online courses. The number of smart classrooms has grown since the last review, and these resources seem fairly adequate at this time.

Computer Labs:

*Sociological Research Methods II* is a quantitative course and, as such, instructors rely on available computer labs with SPSS. At one time Sociology had a computer lab located in Meikeljohn Hall. However, this lab was converted to a tutoring center. As course caps inch up in methods courses, access to computer labs with 35 to 40 computers could become a problem. Another concern is campus-wide discussions of the potential closure of computer labs and the use of cloud computing. This discussion seems to have died down, but we still need to attend to this possibility since a shift to cloud computing could be detrimental to our ability to access and

analyze large data sets in methods courses. Moreover, this assumes students have computers, which may not be the case.

#### Other Technology Needs:

Given that several members of the faculty use qualitative research methods, it would be helpful if the university purchased a qualitative data analysis package with annual licensing rights. Endnote is another package that faculty may find useful for their scholarly work. In 2011-2012, the SSO requested to purchase the field internship data management system used by the MSW program, but this was denied due to budget constraints.

#### *2.7 Units Requirement*

Our major requires 180 units.

#### *2.8 Transfer Model Curriculum*

Several community colleges (CC) have established an AA degree in Sociology under the STAR Act. Our program articulates with the AA degree, and students are able to complete the BA in an additional 90 quarter units. The transition for students should be smooth since we accept two lower division courses (Soc 1000 & Stat 1000) and the balance of the course work at CSUEB is upper division work. However, we are running into one problem. Some students have indicated that they are being advised by faculty and staff at the CCs that course other than Soc 1000 and Stat 1000 will transfer and count toward their BA. This causes confusion and frustration among students. In a conversation with the Chair of Sociology at Chabot, she indicated that she was informed that more courses would transfer. There seems to be a need for clearer lines of communication between CSUEB administrators and CC administrators and faculty.

## **Part II: Five-Year Plan**

The following Five-Year Plan attempts to take budgetary pressures into account. Thus, our plan reflects a set of realistic goals that, given the budget remains stable, we accomplish with the current level of restricted resources.

### *3.1 Curriculum*

We expect to develop several new courses in Race and Ethnic Relations (see Appendix G.1 for details) if our 2012/13 TT search results in a hire. Specific details on the courses will not be available until we have completed the hire.

We will submit new course requests for the following courses:

#### Sociology of Sport

Timeline: Submit by the end of 2013/14

Cost: Neutral (Chair's time)

#### Sexual Oppression: The Trade, Traffic, and Trauma

Timeline: Teach again as a Special Section in 2013/14. Use data on enrollment to justify a new course request to be submitted in 2014/15.

Cost: Neutral

#### Economic Sociology

Timeline: Teach in 2013/14 & 2014/15 as a Special Topics course. If enrollment is sustainable then submit as new course request in 2015/16.

Cost: Neutral

#### Freshman Cluster Program:

Academic year 2012/13 is the last year of our three-year commitment to the cluster program. Former graduate student and current Soc 1000 lecturer, Susan Prince-Ingram, has roughed out some ideas for our next proposal for the Freshman Cluster Program.

Timeline: Susan will send the Chair a draft of the proposal by the beginning of winter 2013.

Faculty will review and modify this proposal by mid-winter. The final revised proposal will be submitted to the General Education Program for approval in spring 2013.

Cost: Over the period of the three year term, we must offer one section of Soc 1000 in winter and spring each year.

#### Other Courses:

We would like to secure resources necessary to continue offering current or recently offered courses as faculty members retire. For instance, we have not been able to offer popular courses such as Juvenile Delinquency and Police and Society since Dr. Shonborn retired. We developed a five-year plan for hiring that is linked to curriculum needs. In the section on TT hires below we describe courses that are needed to maintain, update and enrich current curriculum.

#### Revision of the Sociology Option Diversity Core:

We plan to revise the Diversity Core by incorporating new and existing courses (i.e., Gender) that focus on diversity. We will eliminate courses that we can no longer staff (e.g., Demography).

Timeline: We plan to complete this revision in 2014/15. We selected a timeline of 2014.15 so that we can assess the appropriateness of any new courses developed by the new hire.

Cost: If there are no reductions in Chair release time then this will be cost neutral as it is considered to be part of the Chair's duties.

#### Online Offerings:

Dr. Van Groenou currently teaches three fully online electives (Soc 3610, 3431, and 3413). We will need to develop online electives and/or recruit a lecturer to teach these courses when he retires. We expect to experience difficulty covering these courses given the Dean's reduction of lecturer funds. We will continue to offer Soc 3412, 3507, 3550 and 4750 as both in-person and fully online courses.

#### Telephone Survey Plan & Enrichment of Methods Course:

Drs. Stempel and Jennings recently submitted a STEM grant to fund telephone survey equipment (see Appendix I.1 for the full grant proposal). Our plan is to couple community-based telephone surveys with Sociological Research Methods II. Surveys will be developed and administered under the supervision of the methods instructor. Our plan is to make links to community-based agencies and develop surveys that meet their needs. Our ability to accomplish this would address Dr. Nelson suggestion that we develop more community-based research opportunities for students. Moreover, this equipment will be available to other CSUEB programs, and, thinking long term, we can envision working collaboratively on projects with other departments. The implementation of telephone surveys benefits students in multiple ways:

- a. Students will make connections with community agencies.
- b. Hands on survey experience will enhance learning outcomes in methods courses.
- c. Hands on experience build marketable skills.

Timeline: If funds are awarded then we will have this in place by spring 2014.

Cost: See Appendix I.1 for cost estimates

#### Social Service Option: Course Work Management Plan

##### Transition to Portfolio Model:

Students in the SSO create numerous documents that would be helpful to store on an online portfolio, such as their resume, journal entries, self-assessment, practicum learning agreement, hour-logs, and end-of-quarter reflections. Their field instructors submit quarterly evaluations on each student, and likewise, these could be stored in the portfolio.

Timeline: Dr. Vugia intends to master the portfolio technology in the spring/summer of 2013 and implement for the fall of that year.

Convert Practicum Forms to Online, Field Sensitive Documents:

Currently, paperwork for the practicum is posted in Word for our students and field instructors to access, but the blanks to be filled in are not field sensitive. This would save time for all parties involved in the internship experience, thus creating more “learning” time as opposed to “paper shuffling” time.

Timeline: The objective is to complete this by the fall of 2013 or 2014, depending on the time involved in making this transition.

Prepare for Possible Semester System:

There is much discussion on campus of the probability of moving to a semester rather than quarter system. Currently, other undergraduate social work and social service programs in the Bay Area function on the semester system, and this means CSUEB SSO students seek their internships well after other universities have their students placed. Our students start internship hours in January, while others schools have students start in September, and often face challenges securing placements for this reason. Typically, placements would prefer to have all interns start at the same time, and thus prefer the September starting model. If CSUEB moves to a semester system, it will be an important issue to re-think the number of hours required for our internship (currently 240, whereas a semester would most likely put that closer to 300; SJSU and SFSU both offer BSW programs and require 480 hours the senior year). Clearly, any such restructuring would greatly impact the SSO curriculum model.

Timeline: Timing depends on University decisions regarding the implementation of semester planning. Regardless, the issue will be so significant for the SSO, that brainstorming about the shift is being undertaken now.

Create Field Instructor (FI) Training Module:

The SSO could not function without the expertise and commitment of the community FIs. Providing them with training regarding the FI role and supervisory skills could 1) improve the quality of our student’s learning experience, 2) create more smoothly functioning SSO community partnerships, and 2) provide some gain for the professional growth of the FI. FIs do not receive any “perks” for their time contribution, nor reduction in their job-related responsibilities. Becoming an FI generally reflects a commitment to “give-back” to the social service educational system. An FI training, whether in-person or online, could be a significant asset. The intention would be to design a training to meet California Board of Behavioral Sciences Continuing Education requirements to offer a free 1 to 2 unit course for our community partners who have their LCSW or MFT. Dr. Vugia, as an LCSW, could support this sort of training with her license.

Timeline: August 2014.

Create Course or Certificate Offerings via DICE (Continuing Education):

Our undergraduates and MSW graduates have requested a way to obtain continuing education from Dr. Vugia, and we feel this should be explored in the next 5 years. No specific timeline is set at this point. Possibilities would include such as:

- Provide post-BA level seminars or courses on social service supervision, current topics such as services for recent Veterans, selecting graduate career paths, etc.
- Provide a certificate program for K-12 teachers to help them cope with the widespread frustration of dealing with bio psychosocial issues in the classroom. This would be called the “Social Worker in my Pocket” program (SWIP). Dr. Vugia is certified as a School Social Worker in California (PPSC). Discussion with the Education and Educational Leadership Department would be important when considering this program.
- Provide post-MSW licensing required courses in coordination with the MSW program.
- Provide post-licensing courses in coordination with the MSW program.

These last two bullets are recommended as graduates inquired about taking courses from professors they already know and with whom they have a working, professional-growth focused relationship.

### *3.2 Students*

**Number of Majors:** Growing majors without the accompanying resources produces a context wherein we cannot adequately serve our students. Thus, until we are allocated more resources, we do not see a need to recruit more majors. Of course, we will not turn new majors away, and we will do our best to sustain the current number of Sociology majors. The number of majors has remained steady with a recent uptick of 70 students. Although, one could argue that the current economic crisis increases college enrollments, we are concerned that tuition increases coupled with under and unemployment and stagnant wages could force lower income students to drop out of college (many of our students fit this category). We will do our best provide academic support to our students.

**Total Enrollments:** Enrollments have continued to climb since the last review. Enrollment growth coupled with a reduction in course sections will continue the trend toward higher course caps and teaching loads.

**Student Characteristics:** Historically, Sociology has attracted a diverse student body. Higher tuition costs could reverse this trend. If tuition remains steady then our demographic patterns should remain stable.

**Student Career Opportunities:** The internship linked to the SSO provides students with “hands on” experience in a social service setting. While we welcome the growth in this option, only one faculty member manages the internship. There are two potential solutions to this problem:

1. Hire a part-time lecturer to help staff the SSO. Utilization of an MSW level lecturer to carry some of the liaison and practice course load, could also allow Dr. Vugia to teach other Sociology/Social Services courses for the Department if needed.
2. Reallocate internship liaison assignments so that Dr. Johnson can help assist with macro or

administratively focused placements, while Dr. Vugia continues supervising the micro and mezzo internships.

The SSO Google Site offers a listing of social service positions, but it would be an asset to have a work study student available to help keep this site current. As stated in our Self-Study, a good number of Sociology students move onto a MSW Program upon completion of their BA degree, so it will be important to maintain linkage and communication with the MSW Department as we continue to serve as a feeder program.

Students will also continue to be supported in the establishment of a Social Service Club (S<sup>2</sup>).

#### **STEM RFP:**

If we are granted funding for telephone survey equipment, this could enrich employment opportunities for students since they will be linked to local agencies and acquire “hands on” experience conducting a survey.

#### **Program-level Student Learning Outcomes:**

Since we devoted time to completing three assessments over the past two years, we have not developed rubrics for future assessments. However, our next task is to assess SLOs in general sociological knowledge (aka the “sociological imagination”).

#### **Assessment of the “sociological imagination”:**

This assessment will capture content covered in most Sociological courses and it will incorporate several GE SLOs.

GE SLOs that will be incorporated into an assessment of the “sociological imagination” are:

1. Demonstrate an understanding of and ability to accurately apply disciplinary concepts of the social or behavioral sciences to the study of human behavior, individually and in society:
  - a. Explain and use at least two standard or basic theories and models
  - b. Define and use key disciplinary terms  
Explain and critique professional applications of disciplinary concepts
2. Explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.
3. Develop advanced skills in oral and written argument in the social or behavioral sciences. (Possible areas include: biomedical and health issues, socio-economic class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.)

**Timeline:** Design assessment instrument in fall 2013 and implement assessment in winter or spring of 2014.

**Cost:** Faculty are not granted assigned time to complete this arduous task. Thus, the cost of



assessment lies in a work overload for faculty who undertake this task. Granting assigned time (i.e., one course release on an annual basis) to a faculty member would help facilitate the development of goals, objectives, rubrics and testing instruments.

#### Embedded Assessment Theory:

**Plan:** Develop an embedded assignment for the theory course. The assignment would test several existing goals (e.g., recognition of concepts contained in various theoretical paradigms) as well as providing us with a way to assess the application of theoretical knowledge.

**Timeline:** Develop rubric and assessment instrument in fall 2014, and implement in winter or spring of 2015.

**Cost:** See the above discussion

#### Embedded Assessment Methods:

**Plan:** Develop rubrics that corresponds to a term papers that require students to develop and test a hypothesis. These papers capture analytical thinking and the ability to engage in statistical analysis. Time constraints would limit our ability to assess all papers for a given course. Thus, a random sample of 8 to 10 papers should be implemented.

**Timeline:** Develop rubrics in fall 2015 and conduct assessment in early spring on papers completed in winter 2016.

#### Outreach Plans:

We will continue to staff all student events organized by the university. Prior to the next review, the Chair plans to visit Chabot College to discuss our program with Chabot students who plan to transfer to our program.

#### Advising and Retention Strategies:

Our current strategies seem to work fairly well. We will work to sustain the strategies we have already developed. We may want to verify that there is an equitable distribution of major checks among TT faculty. We will examine this prior to our next review.

#### Class Scheduling:

Class scheduling is difficult to predict given that have little control over the number of courses that we are allocated in a given quarter.

#### New or Changes to Programs:

Other than plans for a possible Extension offering of a Continuing Education Certificate for Social Workers and educators, no new programs are planned. We will meet to decide on the feasibility of removing the suspension of our graduate program. This decision will be made by spring 2013.

### 3.3. Faculty

The following is a “wish list” of four faculty positions that would enhance our program. This list was submitted to Dean Rountree in 2012. It was developed in accordance with our department needs and in accordance with current trends in Sociology and Social Services.

2013/14

Position 1: Sociology of Crime & Deviance

The person who fills this position will have a critical perspective on the prison industrial complex. The person will be required to teach the following courses: *Police and Society*, *Juvenile Justice*, and *Violence and Conflict*. We expect that the individual who fills this position will update existing and develop new courses based on current research in the area of crime and deviance, such as the restorative justice movement. We also expect that the person who fills this position will be well versed in social inequality and will, thus, be able to develop courses that make linkages between institutionalized patterns of various forms of inequities and socio-historical changes in the social construction of crime and deviance.

Justification:

The development of policies and laws that have led to the growth of prisons makes this a timely and important position to fill. Although we list the above named courses in our catalogue, we have not been able to offer these courses on a consistent basis since Dr. Shonborn retired. Courses in crime and deviance are very popular with our majors, and majors have expressed regret at the absence of these electives in the course schedule.

2014/15

Position 2: Globalization (given that this is not a position filled as a secondary area of expertise through the 2012/13 T-T search)

The person who fills this position will be able to develop a range of course in the sociology of globalization. We would expect a T-T hire to develop a series of courses that include a focus on: a) the social history of colonial relations; b.) current trends in the global economy; c.) the impact of globalization on local cultures and sustainability; and, d.) the impact of globalization on culture and social and ethnic identity.

Justification:

A review of both CSU and UC campuses reveal that globalization has become a key part of the sociology curriculum. We currently offer only one course in *World Development* which is taught by a faculty member in FERP status. A hire in this area will bring us up-to-date with the field of sociology and will help fulfill CSU’s mission to expand student exposure to global relations.

2015/16

Position 3: Sociology of Culture

This candidate would be responsible for teaching *Sociology of Culture* with an emphasis on institutional applications (education, religion, popular media, politics, art, and/or sports) and socio-cultural processes (identity, cognition, embodiment, symbolic boundaries, and hegemony). The study of culture has a long history in sociology. However, this field has expanded in recent years with the broader adoption of post structural theories.

Justification:

We need to offer courses that reflect current trends in our field. Dr. Craig was responsible for offering courses that tapped into several dimensions of culture (identity, embodiment and media). Her resignation left a gap in our curriculum. Moreover, we must be able to offer courses that students find compelling. Courses in areas such as popular media and culture and identity are very popular with our students.

2016/17

Position 4: Social Services and Social Welfare

The person who fills this position will contribute to the SSO by offering courses in areas such as *Human Behavior in the Social Environment, Generalist Practice, Social Welfare and the State, and Global Social Welfare*. This candidate will be expected to share in the duties of managing internships that are required of students who elect the SSO.

Justification:

Many SSO students plan to enroll in an MSW Program or related fields after completing their BA. This option grew in popularity after CSUEB began offering an MSW degree, and we expect continued growth in this area. Whether students become graduate level social service professionals or chose work in other fields, exposure to the ways other groups and societies address social problems would give students an invaluable perspective for understanding American social welfare programs, policies and services.

Conclusion:

Climate and workload has been discussed in several areas in this review. In short, we are struggling to keep afloat. As Sociologists and Social Workers we are concerned about the link between workload and long term, stress related problems including, but not limited to, physical health.

PT & R Challenges: We have done well in this area with two faculty members granted tenure and promotion and another faculty member promoted to full. We have a very talented pool of applicants for the new hire, so we do not see future challenges to PT&R.

## Appendix A.1

# Memo from the Dean: Tenure Track Searches

Inbox x

Lynn Traber , Nov 20 (1 day ago)

### MEMORANDUM

To: CLASS Department Chairs in Departments running tenure-track searches  
From: Kathleen Rountree, Dean, and Rafael Hernandez, Interim Associate Dean  
Date: Monday, November 19, 2012

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Colleagues: I'm so pleased that the searches seem to be progressing well, and have heard from several of you that you feel your pools are quite strong.

I write about the consideration of teaching loads and anticipating lecturer budgets for next year.

Keeping in mind that the College will receive new funding to cover approximately 40% of each new salary, we must plan to reallocate from the lecturer account for the remainder. So, each department should anticipate the need for a reduction of approximately \$35,000-\$40,000 in lecturer funds for each new faculty position. Please prepare a written memo outlining the expected teaching assignment for the new faculty and explaining how the necessary reduction in lecturer costs will be achieved, and meet with Rafael to discuss that. If this expectation should be impossible, we'll need to discuss the reasons why, and look for alternate solutions.

If possible, please check off this matter prior to inviting candidates to campus. It will definitely need to be resolved before hires are made. Contact Rafael if you need assistance. And best of luck as the searches go forward.

Thanks much.  
KR

## APPENDIX B.1

### CALIFORNIA STATE UNIVERSITY, EAST BAY

Designation Code: **2009-10 CAPR 12**

Date Submitted: April 2, 2010

TO: The Academic Senate

FROM: Committee on Academic Planning & Review (CAPR)

SUBJECT: Request for temporary suspension of the MA Program in Sociology

PURPOSE: For Action by the Academic Senate

#### ACTION

REQUESTED: That the Academic Senate approve the request of the Sociology program to temporarily suspend its MA program; effective Fall 2010.

#### BACKGROUND

INFORMATION: At its meeting on April 1, 2010, CAPR discussed the request for temporary suspension of the MA Program in Sociology and it was unanimously approved, with the changes of a couple of typos and the CAPR suggestion of adding that students can transfer graduate courses from other universities as a way to meet the theory and methods requirements.. Sociology is asking to suspend the MA program for 2 years because of the budget situation and the loss of department lecturers. Courses needed by the current cohort of students would still be offered. The revised department submission is provided below.

From: Sociology & Social Service Department

Date: March 17, 2010

Members of the faculty in the Sociology and Social Service Department request that admission to the MA Program in Sociology be suspended for a two year period. Each point outlined in CAPR's Temporary Suspension Policy is addressed below.

1. Explanation for the request for temporary suspension of the program.

The recent budget crisis makes it impossible to adequately staff the graduate program. We have a large number of undergraduate majors and the budget cuts require that regular faculty cover undergraduate courses typically staffed by lecturers. Raising enrollment caps has further increased faculty workload making it difficult to serve on capstone committees. Below is an overview of our department and changes in staffing generated by the last two budget crises.

**(NOTE: Fall 2009 is the most current data provided by the Office of Planning and Institutional Research (OPIR). Where possible we fill in with more current data.)**

Current Enrollment:

As of fall 2009, we had 375 undergraduate majors and 26 graduate students enrolled in our program. The number of graduate students reported is an undercount since OPIR figures reflect only those students enrolled in courses in fall 2009. Our records indicate that we have 35 active graduate students with approximately half of those 35 students at or close to the capstone stage. Over the past three years, approximately 17 students completed their degree.

Faculty:

In 2000 we had 14 regular faculty members. By 2005 we had eight regular faculty members. By 2008 this figure decreased to six regular faculty members and has remained at six since that time. Of the six remaining faculty, two hold degrees in Social Work and staff the SSO of the undergraduate program. While these two faculty members can serve on graduate committees, the graduate students tend to select Sociology faculty as capstone committee members since the MA degree is in Sociology.

In 2006, Sociology had 11 lecturers. This figure decreased to eight in 2009 and further decreased to four as of March 1, 2010. These four entitled lecturers typically teach three courses each quarter plus summer courses. Three of these four lecturers have been assigned only one course for spring 2010. This reduction is reflected in the percentage of courses taught by lecturers. For example, in fall 2008, 20 (54%) of the 37 courses listed were taught by lecturers. As of March 1, 2010, six (27%) of the 22 classes listed for spring 10 are being taught by lecturers.

2. Reason why we are requesting suspension instead of discontinuance.

We have a strong long-term commitment to the graduate program as we have with our undergraduate program. But to save the nationally known quality and integrity of our program we must suspend it due the university's budget crisis. We request suspension rather than discontinuance because of advising and enrollment pressures on us resulting from the university budget crisis. Our search for a new faculty member was suspended; we have lost our lecturers and half of our regular courses. Our student advising load has doubled because of student anxieties and the disruption to course offerings. Our class sizes have increased beyond our ability to provide intensive instruction to needy students. We need time to settle our undergraduate majors and to see if the post-budget cut environment will support a quality undergraduate or graduate program.

A favorable change in the current budget such as increased funding for instruction is necessary if we are to be able to staff our program. We do not want to take the more drastic measure of discontinuing our program in a time when the full impact of budget cuts on departments and programs has yet to be determined.

2. The quarter and date when the proposed suspension will take effect, and the quarter and date when it is anticipated that it will come to an end.

Technically, the suspension will take effect in fall 2010 (we typically admit students in fall and winter, but no students were admitted in winter 2010). However, we request that Graduate Programs and Academic Studies stop accepting applications immediately.

We anticipate that the program will be reinstated in fall 2013. This means that we will begin accepting applications in winter and spring 2013 for the fall term.

3. A complete list of courses that will not be taught if the program is suspended, and a statement summarizing the effect of suspending these courses on other areas of the university including the Library, GE, Liberal Studies, and interdisciplinary programs which rely on these courses for core or option requirements, with evidence that key personnel from those program or areas have been consulted with respect to these effects.

**Courses that will not be taught in 2010/11 & 2011/12:**

Soc 6111 (Advanced Sociological Research Methods I)  
Soc 6112 (Advanced Sociological Research Methods II)  
Soc 6311 (Seminar in Sociological Theory I)  
Soc 6312 (Seminar in Sociological Theory II)

**Impact on other areas and programs:**

With the exception of Statistics, no other area or program will be impacted by the suspension of course offerings.

**Notification to the statistics program:**

About 15 graduate students enroll in Stat 3010 (Statistical Methods in the Social Sciences) each year (usually in fall) since this is a prerequisite for Soc 6111. The Chair of the Statistics Department Chair has been notified of our plan to suspend our program. His response is attached as Appendix A.

4. Student enrollment and application patterns for the program during the previous five years.

Approximately 20-25 students apply to the program each year (most students apply in fall), and approximately 15-18 students are admitted. This pattern has held for the past five years.

5. Likely effects of the temporary suspension on students currently enrolled in the program and a list of courses that would need to be taught during the suspension period or other mechanisms such as substitutions and independent studies that would be allowed those students to graduate in a timely manner.

Students who are currently enrolled in the graduate program will be able to complete the program. The following courses would still be taught.

Soc 6800 (Topic Seminar) One or more topic seminars will be taught during the suspension so that current students can complete this requirement. (Students are required to take three topic seminars, and the most recent student cohort has completed one seminar.)

Soc 6900 (Independent Study) & Soc 6999 (Issues in Sociology)

These courses can substitute for one or more topic seminars. Individual students enroll in each of these courses with a faculty member who agrees to supervise the course as an overload without compensation. This continues a current practice in our program. We will continue offering both of these courses during the two year suspension.

Substitution:

Currently, students are allowed to substitute graduate courses from other graduate programs to meet the requirement of 12 units of Soc 6800. We will continue this practice as a way to help students meet this requirement.

Soc 6908 (Thesis Development)

This course is used to complete a thesis proposal. We will need to continue offering this course as an uncompensated overload until current students have finished their proposals (students register with the chair of their committee). We anticipate that we will need to offer this course over the two year period that the program is suspended.

Soc 6909 (Departmental Thesis)

As with Soc 6908, students enroll in this course with their committee chair. We will continue offering this as an uncompensated overload during the two year suspension period.

Soc 6910 (University Thesis)

The same condition that applies to Soc 6908 & Soc 6909 apply to Soc 6910.

Theory & Methods:

Most students complete theory and methods during the first year of their program. The most recent cohort of graduate students are currently enrolled in Soc 6111 (Advanced Research I) & 6311 (Theory I). This cohort will complete the second course in methods (6112) & theory (6312) by spring 2010. Our records indicate that all students should have finished these courses this year. However, in the case that we have overlooked a student who still needs these core courses, we will substitute undergraduate theory & methods (with additional requirements in course assignments for graduate students). Also, students may utilize concurrent enrollment or transfer courses that they have taken at another university as a way to fulfill the graduate theory and graduate methods requirement. However, students must obtain the approval of the graduate coordinator and courses taken at another university must be graduate level courses. Students will still be required to have the required number of resident units to graduate. Offering the above courses, substitutions and alternatives will allow current students to complete the program.

6. The number and type (tenured, tenure-track, and lecturer) of faculty currently teaching in the program and the way(s) in which the temporary suspension will affect them.

We anticipate that the temporary suspension will relieve tenure and tenure-track faculty from teaching some of the graduate courses in 2010/11 & 2012/12. Budget cuts mean that regular



faculty will be required to cover courses typically taught by lecturers who are not being retained for spring 2010. The status of lectures for fall 2010/11 is yet to be determined.

Benjamin Bowser and Carl Stempel, both tenured professors, are currently teaching theory and methods in winter 2010 and spring 2010. All regular faculty are eligible to teach graduate courses. The typical pattern is that each year Carl Stempel teaches the theory course each year and Benjamin Bowser teaches the methods course. Patricia Jennings and Carl Stempel, both tenured professors, have taught one or more topic seminars over the past three years. Holly Vugia, a tenure-track professor with a Social Work background, taught the topic seminar this past fall. Diane Beeson has taught the topic seminar in recent years, but she will finish the FERP program in spring 2010 and will not return in the fall.

7. The number and type of university staff employed in the program and the way(s) in which the temporary suspension will affect them.

Suspending the program will not have any negative impact on staff since we do not have a staff person whose primary duties involve management of the program. Paperwork for the program is processed and maintained by the Graduate Coordinator, Patricia Jennings, and the department's Administrative Assistant, Sylvia Musson.

9. The means by which affected faculty, students, and staff were informed of the proposed temporary suspension and a summary of the feedback received on the proposed temporary suspension from the affected faculty, students, and staff, including copies of all written responses. Where the proposal has been developed by the college dean, the faculty and program Chair or Director must be consulted and their views on the proposed suspension recorded in the proposal in the form of a formal vote of support or rebuttal. Faculty, or the program Chair or Director in the case of a program with no faculty, must be given 30 academic days to review a copy of the suspension proposal to be submitted for consideration by a college dean and to provide the dean with the results of their vote and any supporting documentation for inclusion in the proposal when it is sent to the Committee on Academic Planning and Review (CAPR) of the Academic Senate at the end of this period. If no voting outcome and supporting documentation is forthcoming within the 30 academic day period (not including the summer quarter), the proposal can be sent by the college dean to CAPR as is. An academic day is thus defined as any calendar day between and including the first and last day of classes of the fall, winter and spring quarters. Where the proposal comes from the majority of the faculty or from the program Chair or Director of a program with no faculty, it can be sent directly to CAPR without this 30 academic day review period.

### **Faculty:**

The decision to suspend the graduate program was discussed at two separate faculty meetings. In the first meeting we raised the issue and decided to take time to think it through and then meet again to vote on the matter.

The second meeting took place on March 1, 2010.

A vote to suspend the program was taken at the March 1<sup>st</sup> meeting and the results are as follows:

**All regular faculty members unanimously agreed to suspend the program for a two year period.**

**Students:**

After the March 1<sup>st</sup> vote, students currently enrolled in courses were notified by faculty teaching Soc 6111 & Soc 6311. The Graduate Coordinator sent an e-mail informing current students of the suspension (see Appendix B) and asking for student feedback (see Appendix B). A former student who is now in the PhD Program at Ohio State sent a letter expressing his regret at the loss of the program. He believes he would not have entered into a doctoral program without first earning his MA degree in our program (see Appendix C).

**Staff:**

Sylvia Musson, the Administrative Assistant, was notified on March 2, 2010 and feedback was sought via e-mail (see Appendix D).

10. A summary of what the most recent CSUEB Academic Program Review, CSUEB Memorandum of Understanding, and any accreditation review say about the program, including any parts of these reviews that have relevance to the proposed suspension.

It was noted in our five-year plan that we had made excellent progress toward increasing the number and quality of applicants to the program. We had reduced the course offerings to a minimum and have had great success in sending graduates from our program on to distinguished Ph.D. programs in the U.S. It was pointed out that continued success is heavily dependent upon increasing the number of regular faculty who could serve as thesis committee chairs and members. The lack of faculty is the vulnerability of the department and indirectly the vulnerability of the graduate program as well. This point was noted by the external reviewer and acknowledged in MOU with the provost.

11. Resource implications (including library, facility, and equipment) of the proposed suspension, e.g. budgeted expenditures that will be suspended or cancelled, funding that has been committed but which will not be used, grants that would be jeopardized, etc.

We are forced to suspend the graduate program as a way to free up resources for the undergraduate program which is being seriously threatened by cuts. While students have served as research assistants on past grants, no current grants are linked to the program. Thus, no grants would be compromised. The budget cuts have forced this decision, so the lack of funding for instruction has resulted in the need to write this proposal. It is the lack of resources allocated to CLASS that has moved us in this direction.

12. The changes that would be necessary in order to resume offering the program and how those changes will be accomplished in the proposed period of suspension (a list of activities, personnel responsible, budgetary implications, and completion dates/timetable for implementation).

Because we are strongly committed to the graduate program, we will resume the program when are able to staff undergraduate courses with lecturer positions. When the university resumes hiring tenure track faculty Sociology will undoubtedly be among the first to receive new positions. Sociology will aggressively rebuild to levels of regular faculty commensurate with its level of service to students.

**LETTER FROM FORMER GRADUATE STUDENT**



**The Ohio State University**

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Department of Sociology

March 14, 2010

To Whom It May Concern:

I am saddened to learn about suspension of the Sociology graduate program at Cal State East Bay. While teaching undergraduates is an important part of being a professor, I believe that the talents of the faculty members are most fully utilized in graduate seminars. I hope that as the budget crisis subsides, the Sociology graduate program will be swiftly reinstated so that the supportive, hardworking, and talented faculty members can continue to advance the field by training sociologists.

The faculty and staff were instrumental to my success at Cal State East Bay and helped me advance to the PhD program in sociology at Ohio State University. I was unsure of my abilities prior to coming to Ohio State; however, I quickly came to realize the quality of my training at Cal State East Bay and excelled in my coursework. I attribute much of my success to the challenging faculty members, particularly Carl Stempel, Pat Jennings, and Benjamin Bowser. I am proud of the Sociology graduate program at CSU East Bay and hope that its reinstatement will be a high priority in the coming months.

Sincerely,

Brian Soller

## **APPENDIX B.2**

### **e-mail from me to M. Lee 11/29/11**

Hi Michael,

I have attached a formal request to extend our suspension request. Do you think it is necessary for me or Carl to attend the meeting? If you see any possible problems with getting this approved, let me know so we can be there to respond to questions. Thanks, Pat

P.S. I did not mention this in the formal letter attached, but, when she asked about the status of our program, Dean Rountree approved of idea to extend the suspension until we hear about the T-T hires.

### **e-mail from M. Lee to CAPR Committee 12/1/11**

Dear committee,

Today we will consider this straightforward request from Sociology to extend their suspension of their MA from the initially requested 2 year period, to a 3 year period, to allow them time to see if they can get a hire approved that would allow them to continue this program, rather than discontinue it. I believe this is in order and logical.

The original suspension can be found

at:<http://www20.csueastbay.edu/faculty/senate/files/documents/09-10/09-10%20CAPR%2012.suspension%20req.MA%20in%20SOC3.pdf>

The proposal to CAPR indicated that the two-year suspension was to begin in Fall 2010 which means that a report would be due to CAPR in Spring 2012 to determine if, in Fall 2012, the program would be resumed or discontinued. This request extends the suspension through to Fall 2013 which means that CAPR would expect a report on resumption of discontinuation in Spring 2013. Three years are allowed by the terms of the CSU EB Temporary Suspension Policy.<http://www20.csueastbay.edu/faculty/senate/files/documents/08-09/08-09%20CAPR12.Temporary%20Suspension%20Policy.pdf>

Thanks, Michael.

## APPENDIX B.3

CALIFORNIA STATE UNIVERSITY, EAST BAY

First Quarter/Year of Modification Quarter: <b>FALL, 2012</b> Date Submitted to APGS: Catalog: 2012-2013
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### REQUEST FOR APPROVAL OF REVISION OF THE DEGREE PROGRAM/MAJOR IN

#### Masters of Arts in Sociology

1. **Department:** Sociology & Social Services
2. Full and exact **title** of major, including degree earned: Sociology M.A.
3. **Purpose** of the proposed revision:

CAPR approved a 2009 proposal to freeze admissions. Budget cuts forced us to freeze admissions to our graduate program for a two year period. During the freeze we revised the program and decided to eliminate the thesis option in favor of a capstone exam (this was one of three options in the past). We plan to submit a proposal to CAPR to unfreeze admissions for 2012/13. Currently, we have 32 active students in the graduate program. Therefore, we cannot eliminate the thesis courses since these students entered at a time when the thesis was offered as a capstone choice. However, students entering once the admissions freeze is lifted will not be given the thesis option. They will be required to take the comprehensive exam. Our program revision does not include the discontinuance of exiting courses or proposals for new courses. It does reflect the elimination of the thesis as a capstone option. The required number of units stays the same as dose core requirements.

4. List of all **program requirements** including prerequisites and **courses**.

#### Program Description

The Department of Sociology and Social Services offers graduate study leading to the degree of Master of Arts in Sociology with a capstone thesis, ~~examination, or special project~~. The candidate is responsible for the fulfillment of the general requirements stated in this catalog as well as the specific requirements of the department stated below.

#### Student Learning Outcomes

Students graduating with an M.A. in Sociology from Cal State East Bay will (1) be able to write an original sociological analysis, (2) understand the role of theory in sociology and how to apply key concepts in social analysis, (3) be able to employ quantitative and qualitative research methods in sociology.

#### Admission ("Classified Standing")

The student should note that admission to the university as a post-baccalaureate student does not in itself constitute admission to the department's program. In general, the program is open to graduates of accredited institutions who have (1) completed coursework equivalent to that required in the lower and upper division core in Sociology at Cal State East Bay, (2) achieved not less than a 3.0 grade point average in all graduate and undergraduate work, (3) submitted to the department letters of reference from two former instructors who are familiar with the student's academic work, and (4) submitted a writing sample to the department. For "Classified Graduate" status, the student must have fulfilled the University

Writing Skills Requirement. For information on meeting the University Writing Skills Requirement, see the testing Web site at [www.testing.csueastbay.edu](http://www.testing.csueastbay.edu) or call 510.885.3661.

In exceptional cases, a student who has earned less than a 3.0, but above a 2.5 grade point average, may be admitted to "Conditionally Classified Graduate" standing.

### **Maintenance of "Classified Graduate Standing"**

To maintain "Classified Graduate" standing, a grade point average of at least 3.0 must be achieved in all courses taken in the approved program, whether taken at Cal State East Bay or at some other accredited institution. If a candidate's grade point average falls below 3.0, the candidate shall be placed on probation at the end of that quarter. If while on probation the candidate fails to make progress toward raising his or her grade point average toward a 3.0, the candidate is subject to disqualification at the discretion of appropriate Cal State East Bay authorities. Disqualified students will not normally be considered for readmission to Cal State East Bay for at least one year after disqualification.

### **Advancement to Candidacy**

A student who holds "Classified Graduate" standing may be Advanced to Candidacy for the master's degree when the student has:

1. Filed an approved program of study with the department;
2. Completed at least 12 quarter units of approved graduate-level work beyond the baccalaureate degree with a grade point average of 3.0 or better;
3. Been recommended for Advancement to Candidacy by the department.

### **Curricular Requirements (45 units)**

Forty-five (45) quarter units of approved courses earned in graduate standing of which 32 quarter units must be completed in residence. With departmental approval, up to 12 quarter units of upper-division work required to remove undergraduate deficiencies can be counted toward the 45 quarter units required for the degree.

All Students must complete (A) and (B) and one of four options under (C). (*Note: STAT 1000 is a prerequisite for STAT 3010.*)

#### **A. Core Requirements (20 units)**

- SOC 6111 Advanced Sociological Research Methods I (4)
- SOC 6112 Advanced Sociological Research Methods II (4)
- SOC 6311 Seminar in Sociological Theory I (4)
- SOC 6312 Seminar in Sociological Theory II (4)
- STAT 3010 Statistical Methods in the Social Sciences (4)

#### **B. Topics Seminars in Sociology (12 units)**

- SOC 6800 Topics Seminar (4) (May be taken three times for credit)

#### **C. Students Must Complete the Choose One of the Four Capstone Experiences Examination (13 units)**

##### *1. University Thesis*

*Note: Total units of 6908 and 6910 combined must equal nine (9) units with advice from your thesis committee chair.*

##### ~~a. SOC 6908 Thesis Development (1-4)~~

~~Prerequisites: graduate standing; advanced to candidacy; secured thesis committee chair's written approval~~

##### ~~b. SOC 6910 University Thesis (1-8)~~

Prerequisites: graduate standing; SOC 6908

- 
- c. ~~Electives chosen under advisement from upper division courses and graduate seminars in Sociology, Statistics, or closely-related fields (4)~~
- 

~~2-~~ *Comprehensive Examination*

- a. Electives chosen under advisement from upper-division courses and graduate seminars in Sociology, Statistics, Foreign Languages and/or closely-related fields (13)
- b. Area Comprehensive Examination (in four areas)
  - (1) Theory
  - (2) Methods
  - (3) Capstone paper (topic area elected in collaboration with supervising professor)  
~~Substantive area (elected by candidate with departmental approval)~~
  - (4) ~~Substantive area (elected by candidate with departmental approval)~~
- 

Before a student may take the Comprehensive Examination, (s) he must be Advanced to Candidacy. Failure to pass the examination twice results in dismissal from the program.

~~3-~~ *Project*

- 
- a- ~~Electives chosen under advisement from upper division courses and graduate seminars in Sociology, Statistics, Foreign Languages, and/or closely-related fields (8 units)~~
- 
- b- ~~Project (5 units)~~  
~~Before a student may complete a project, (s)he must have the departmental advisor's approval and be Advanced to Candidacy. Contact departmental advisor for additional information.~~
- 

~~4-~~ *Departmental Thesis*

~~Note: Total units of 6908 and 6909 combined must equal five (5) units with advice from your thesis committee chair.~~

- 
- a- ~~SOC 6908 Thesis Development (1-4 units)~~  
~~Prerequisites: graduate standing; Advanced to Candidacy; secured thesis committee chair's written approval~~
- 
- b- ~~SOC 6909 Departmental Thesis (1-4 units)~~  
~~Prerequisites: graduate standing; SOC 6908~~
- 
- c- ~~Electives chosen under advisement from upper division courses and graduate seminars in Sociology, Statistics, Foreign Languages, and/or closely-related fields (8)~~
- 

**Upper Division Courses Acceptable for the Master's Degree**

All sociology courses in the 3000-4000 series are acceptable choices in the master's program.

- 5. List of **New Course**, **Course Modification**, and **Course Discontinuance Requests**, if any, submitted along with this proposal: None

6. **RESOURCE IMPLICATIONS** of the proposed revision, if any:

There are no implications for resource allocations.

7. Relationship of Revised Program to requirements for **teaching credentials, accreditation** and/or **licensing**, if any:

No change

8. **CONSULTATION** with other affected departments and program committee:

- a) The following **department(s)** has (have) been consulted and raise **no objections**:  
All Academic Departments and Programs at CSUEB were consulted using the SharePoint Curriculum site and there were no objections.

The change to our capstone option has no impact on other departments. No objections have been made.

- b) The following **department(s)** has (have) been consulted and **raised concerns**:

None

9. Certification of **DEPARTMENT APPROVAL** by the chair and faculty.

Chair: Patricia K. Jennings

Date: 02/21/11

Patricia K. Jennings, Chair

10. Certification of **COLLEGE APPROVAL** by the dean and college curriculum committee.

Dean/Associate Dean: \_\_\_\_\_ Date: \_\_\_\_\_

2/10/2014



# APPENDIX C.1

CALIFORNIA STATE UNIVERSITY, EAST BAY

Remember to Delete the Bracketed Text  
Modification  
as you Respond to Each Item Below.]

First Quarter/Year of Quarter: <b>FALL</b> Year: 2011 Date Submitted to APGS: Catalog:2012-2014
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## COURSE MODIFICATION REQUEST

<i>The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.</i>
--

1. DEPARTMENT: Sociology & Social Services

2. ALPHABETICAL PREFIX: SOC

COURSE NUMBER: 3411

FULL TITLE: Sociology of Gender

ABBREVIATED TITLE: Soc Gender

UNIT VALUE of course: 4

3. TYPE OF MODIFICATION

We revised the description of the course.

4. EXISTING/PROPOSED prefix, title, units, catalog description, and/or course inventory data:

Course Description:

~~Variations in sex roles with emphasis on sociological research. Social definitions of maleness and femaleness. Popular theories purporting the superiority of either gender.~~

This course focuses on theory and research that explains the formation of gender identities and the institutionalization of gender inequality. The course addresses the cultural and structural dimensions of gender patterns in private and public spheres.

Prerequisite: SOC 1000 (or one of 1001, 1002, 2001, or 2002).

5. EFFECTS, if any, on GENERAL EDUCATION-BREADTH REQUIREMENT(S), U.S. HISTORY-INSTITUTIONS REQUIREMENT, OR THE UNIVERSITY WRITING SKILLS REQUIREMENT.

Soc 3411 is approved as an Area D GE course. The modification does not impact the current classification.

6. **JUSTIFICATION FOR/PURPOSE OF** the proposed modification:

The revised description updates the course to reflect current approaches to the study of gender in the field of Sociology.

7. **RESOURCE IMPLICATIONS:**

There are no resource implications.

8. **CONSULTATION** with other affected departments and program committee:

a) The following **department(s)** has (have) been consulted and raise **no objections:**

The Women's Studies Department has been notified that they raise no objections (see attached e-mail).

b) The following **department(s)** has (have) been consulted and **raised concerns:**

None Raised

Department:

Concern:

9. Certification of **DEPARTMENT APPROVAL** by the chair and faculty.

Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Patricia K. Jennings

10. Certification of **COLLEGE APPROVAL** by the dean and college curriculum committee.

Dean/Associate Dean: \_\_\_\_\_ Date: \_\_\_\_\_

[Have the Dean or Associate Dean sign a hard copy for the College Office files and type in the person's name here.]

2/10/2014

CALIFORNIA STATE UNIVERSITY, EAST BAY

Remember to Delete the Bracketed Text  
Modification  
as you Respond to Each Item Below.]

First Quarter/Year of  
Quarter: **FALL**  
Year: 2011  
Date Submitted to APGS:  
Catalog: 2012-2014

**COURSE MODIFICATION REQUEST**

*The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.*

1. DEPARTMENT: **Sociology & Social Service Department**

2. ALPHABETICAL PREFIX: **SOC**

**COURSE NUMBER:** 3520

**FULL TITLE:** Sociology of Minority Groups

**ABBREVIATED TITLE:** **Soc Minority Grps**

**UNIT VALUE** of course: 4

3. **TYPE OF MODIFICATION:** [prefix, title, units, catalog description—see New Course Request for subcategories of the catalog description, and/or course inventory data. Changing a course number is not permitted. Instead, a New Course Request, using the new number and a Course Discontinuance Request, using the old number, must be submitted together.]

**We are changing the title and the course description.**

4. **EXISTING/PROPOSED** prefix, title, units, catalog description, and/or course inventory data: [Copy and paste the existing catalog description and revise indicating deleted text using strikethrough (~~deleted text~~), and added text using underline (added text). For descriptions that are heavily revised, strikethrough the entire description (~~deleted description~~) and enter the new description underneath indicated by underline (new description).]

Title:

~~Sociology of Minority Groups~~ Sociology of Race & Ethnic Relations

Description:

~~Sociological and social-psychological theories on minority status and minority relations with special emphasis on racial, ethnic and sexual minorities in the United States.~~

This course examines race and ethnic relations in historical and contemporary perspective. The course focuses on the social formation of race and ethnic identity and on competing theories and debates about the institutionalization of the American ethno-racial hierarchy.

5. **EFFECTS**, if any, on **GENERAL EDUCATION-BREADTH REQUIREMENT(S), U.S. HISTORY-INSTITUTIONS REQUIREMENT, OR THE UNIVERSITY WRITING SKILLS REQUIREMENT**. [Is this course approved for an area of GE? if so, which one? Is this course approved for the Code Requirement or the University Writing Skills Requirement?]

This course is approved for Area D. The change has no impact on the GE requirement that the course is classified under.

6. **JUSTIFICATION FOR/PURPOSE OF** the proposed modification

The current title and description are outdated. Scholars in the field no longer use the term "minority." The description updates the approach of the instructors now teaching the course.

7. **RESOURCE IMPLICATIONS**

No resource implications.

8. **CONSULTATION** with other affected departments and program committee:

- a) The following **department(s)** has (have) been consulted and raise **no objections**:

Ethnic Studies was consulted. Ethnic Studies raises no concerns about the modification to Minority Groups (see attached e-mail correspondence).

- b) The following **department(s)** has (have) been consulted and **raised concerns**:

None

9. Certification of **DEPARTMENT APPROVAL** by the chair and faculty.

Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Patricia K. Jennings, Chair

9/29/11

10. Certification of **COLLEGE APPROVAL** by the dean and college curriculum committee.

Dean/Associate Dean: \_\_\_\_\_ Date: \_\_\_\_\_

[Have the Dean or Associate Dean sign a hard copy for the College Office files and type in the person's name here.]

## Appendix D.1

### **MENTORING AFGHAN YOUTH THROUGH UNDERGRADUATE SERVICE LEARNING**

The United States of America has been directly impacted by the refugee crisis. Since 1980, over 2.5 million refugees from around the world have settled in the United States, with disproportionate numbers arriving in California and Florida. More than 90,000 Afghan immigrants have resettled in the United States since 1980. Over 40% of Afghans reside in California and southern Alameda County is home to the largest Afghan Diaspora in North America. Many of these refugees have experienced life threatening traumas and family dislocation that add to the stresses of migration and relocation. Yet upon arrival they face additional resettlement stressors and a severe shortage of mental health services which hampers their abilities to cope with resettlement, positively adjust, and support their children's success. In addition to coping with traumatized parents, many Afghan adolescents struggle to reconcile the differences between their home and community culture with their school and peer culture. These adolescents face the additional stressors of negative societal stereotypes and racism, but lack the family, school, and community support systems to effectively deal with the multiple stressors. Unfortunately, a great gap exists in the research literature and public policy on refugee parents and their children. Systematic research and culturally sensitive and strength based interventions are much needed to support the psychosocial and educational needs of children of refugees.

This proposal builds on our needs assessment study, the limited research on Afghans and Muslims, as well as anecdotal data collected by our psychologists. Our earlier comprehensive needs assessment study was conducted in 2007-08 on 260 adult Afghan refugees living in Alameda County. We found high levels of trauma, resettlement stress, physical health problems, and under diagnosed or misdiagnosed mental health problems which were mostly untreated. In addition, our data from this study and further anecdotal data collected by psychologists in our team indicated how the trauma, resettlement stress, and mental health problems have exacerbated the parents' ability to effectively parent sometimes undermining their children's ability to adjust and do well in school.

This proposal outlines a preventive intervention project targeting children of Afghan refugees during their transition to high school, a period of increased risk for adolescents, especially so for refugee and second generation youth. It addresses strengthening their existing parent and school supports as well as developing new supportive relationships with undergraduate university mentors with the goal of promoting their identity development, positive adaptation to schooling, and preventing negative behavioral and mental health outcomes. The intervention strategy utilizes a service-learning seminar and mentoring experience for undergraduates, where undergraduates will be paired with two Afghan high school students for a period of one year. A curriculum will be developed for the undergraduate seminar and weekly supervision which will include interactive training and developmental guidance. The intervention activities with the youth and their refugee parents will include parallel

workshops in which they will explore, discuss, and engage in interactive activities focused on improving understanding, strengthening supportive relationships, and developing effective stress management skills. Intervention activities will also focus on improving understanding and collaboration between school staff and refugee parents to better support the Afghan youth.

Program and formative evaluations will be undertaken to compare pre- and post-indices measuring the Afghan adolescents' integrated identity development, prosocial behavior, mental health, and academic achievement. Collection of this data will be facilitated by trained B.A. level Afghan paraprofessionals while data analysis will be facilitated by masters-level students and will offer opportunities for individual research projects. Thus this multi-level preventive intervention will aid high school youth and their families, high schools, and universities in a post-secondary and secondary education partnership.

This intervention program is innovative and pioneering because it is comprehensive, developmentally appropriate, and sensitive to the cultural and religious values of the adolescents and their refugee parents to address the above identified risk factors, their needs, and gaps in other interventions. This proposal is aligned with national, State of California, as well as Alameda County's focus on prevention and early intervention approaches to increase access to mental health services that promote the wellbeing of the underserved ethnic minority populations. This proposal has been created by a multi-disciplinary and multi-institution partnership, consisting of Cal State East Bay partnering with UC Berkeley, UC Davis, and Cal Poly. In addition, both the school district superintendent and Afghan American parent liaison from the Fremont Unified School District (FUSD) support the MAY intervention project because of the increased proportion of recent Afghan immigrant youth and their families experiencing acculturation distress and its negative impact on their academic achievement.

Afghan Research Team

Rohullah Amin, M.D., Counseling Psychology

Mahnaz Amini, Clinical and Counseling Psychology

Mizgon Zahir Darby, Communications; former Program Director, Afghan Mental Health Project

Esmael Darman, M.D., Clinical and Counseling Psychology

Razia Askaryar Iqbal, Clinical Psychology, Jewish Family & Children's Services of the East Bay

Marius Koga, M.D., Refugee Mental Health, UC Davis, UC Global Health Institute

Mina Mohammadi, Public Health, VIRTIS

Patricia Omidian, Medical Anthropology, International Coordinator for The Focusing Institute

Halleh Seddghzaddeh, Community Psychology, UC Davis

Nilofar Sami, Community and Research Psychology, UC Berkeley

Valerie Smith, Communications, CSU East Bay

Carl Stempel, Sociology and Social Services, CSU East Bay

Maliha Zulficar, Sociology, Cal Poly San Luis Obispo

**Appendix E.1: Faculty CVs  
(CVs follow on the next page)**

## **Benjamin Paul Bowser**

Department of Sociology and Social Services  
3101 Meiklejohn Hall  
California State University East Bay  
Hayward, Ca. 94542  
[benjamin.bowser@csueastbay.edu](mailto:benjamin.bowser@csueastbay.edu)

7075 Elverton Drive  
Oakland, Ca. 94611  
510-339-2192 V/F  
510-885-3173 Office  
510-885-2390 Fax

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**2010 Emeritus Professor of Sociology and Social Services**, California State University, East Bay [Assistant Professor, 1987-1992; Associate Professor, 1992-1996; Professor 1996- ]

- Sociology and Social Services Department Chair (9/2005-6, 2008 - 2010)
- Director of CSUEB Urban Institute
- Teaching Emphasis: Graduate and Undergraduate Research Methods.
- Awarded 15 Research Grants - \$1.7 million; Supervised up to 11 staff.
- Associate Editor, Sage Race Relations Abstracts (London).

2006-8 **Interim Dean**, College of Letters, Arts and Social Sciences, California State University East Bay.

- Chief Academic Officer: 4,000 students, 374 faculty, \$18 million budget.

1985- **Research Director**, Social Research, Evaluation and Training Network, Oakland, Ca.

- Conduct community-based program evaluations and needs assessments.

1990-1 **Research Director**, Bayview Hunters Point Foundation, San Francisco, Ca.

- Managed \$857,000 National Institute Drug Abuse subcontract and 23 Staff.
- Awarded \$267,000 U.S. Centers for Disease Control research contract.

1985-6 **Assistant to the Director**, Information Technology Services, Stanford University

- Developed strategic and budget planning for 400 person \$40 mil. Division.

1983-5 **Director of Black Student Affairs**, Santa Clara University, Santa Clara, Ca.

- Responsible for academic and personal counseling of Black students.
- Reduced Black student attrition by 70%.



1982-3 **Director**, Minority Education Office, Western Interstate Commission Higher Ed. Boulder, Co.

- Strategic planning/minority education consulting for Higher Education Departments of 13 Western States.
- Awarded \$294,000 Fund for the Improvement of Post-Secondary Education grant for computer based interstate course credits transfer system.

1975-2 **Assistant Dean of the Graduate School**, Cornell University, Ithaca, New York

- Coordinated University-wide effort to recruit minority graduate and professional students to 82 programs.
- Managed University's Minority Graduate Fellowship Program: \$3 mil.
- Awarded \$1.8 mil in Patricia Harris Federal Fellowship funds.
- Counseled to completion: 50 Ph.D. and 180 Masters minority students.

1972-5 **Assistant Professor of Sociology and Afro-Am.**, State Univ. of New York, Binghamton, N.Y.

- Taught Urban Sociology and African American Studies.

**Education** Ph.D. Sociology, Cornell University, Ithaca, New York (1969-76).  
Dissertation: Black Political Publics: The Formation of Non-Electoral Political Attitudes among Blacks in New York City (Harlem) 1976.

B.A. Sociology, Franklin and Marshall College, Lancaster, Pa. (1965-69).

#### **Awards/Honors**

- Visiting Professor, University of Paris IV, La Sorbonne, Spring, 2005.
- President, Association of Black Sociologists, 2004-5.
- Choice Award for Outstanding Academic Publication, *Against the Odds: Scholars Who Challenged Racism in Twentieth Century*. 2003.
- Presidential Distinguished Fellow, Franklin and Marshall College, 1997.
- Outstanding Professor of the Year, California State University, Hayward, 1996.
- James H. Nakano Citation for Outstanding Scientific Paper (Edlin, et al.), U.S. Centers for Disease Control and Prevention, 1995.
- Field Poll Faculty Fellow, 1992-3.

- Meritorious Performance & Professional Promise, California State Univ. Hayward, 1990.
- Contribution to Higher Education in Santa Clara Valley, San Jose Urban League, 1987.
- Visiting Research Scholar, Indiana University of Pennsylvania, 1984.
- Social Science Association Honor for *Impacts of Racism on White Americans*, 1982.
- Rockefeller Foundation Dissertation Research Fellowship, 1972.

### **Languages**

French; written Spanish.

### **Boards and Committee Service**

Workforce Investment Board (WIB), Oakland, California, Office of the Mayor (2009-).

Editorial Board, *Thought and Action*, National Education Association (2003-2008).

Board Member, Glide Foundation of Glide Memorial United Methodist Church, San Francisco (9/1993-2011).

Board Member (Chair 2001), American Social Health Association (ASHA), Durham, NC. (member: 9/1996-2002).

Alumni Western Advisory Committee, Franklin and Marshall College, Lancaster, Pa. (1993-99).

Planning Committee on HIV Prevention Activity in 1997, AIDS Research Office, National Institute of Health, Bethesda, MD. (1995).

Review Panelist, Minority Graduate Fellowship Program, National Science Foundation, Washington, DC. (1993-5).

Board Member, Bayshore Employment Service, Inc. East Palo Alto, An United Way Agency (5/86-97).

Board Member, Dr. Martin Luther King, Jr. Center for Social Change of Santa Clara Valley, San Jose, Ca. (6/86-9/89).

Committee on Sociological Practice, American Sociological Association, Washington, D.C. (9/85-8/87).

Board Member, Peninsula Association of Black Personnel Administrators, Sunnyvale, Ca. (11/87-11/88)

Advisory Board, Our Developing World, Inc. (Conducts educational tours to Africa and Latin America), Sunnyvale, Ca. (6/84-02).

## **BENJAMIN P. BOWSER – PUBLICATIONS**

### **-- Books --**

BP. Bowser (2012) *Gangster Rap and Its Social Cost: Exploiting Hip Hop and Using Racial Stereotypes to Entertain America*. Amherst, N.Y.: Cambria Press.

Paul Lovejoy and BP. Bowser (2012)(eds.), *The Transatlantic Slave Trade and Slavery: Legacy and Approaches to Teaching*. Camden, N.J.: Africa World Press.

BP. Bowser (2007) *The Black Middle Class: Mobility and Vulnerabilities*. Boulder: Lynne Rienner Publishers.

BP. Bowser, E. Quimby and M. Singer (eds.)(2007) *When Communities Assess their AIDS Epidemics: Results of Rapid Assessment of HIV/AIDS in Eleven U.S. Cities*. Lanham: Lexington Books.

BP. Bowser, S. Mishra, C. Keback, and G. Lemp (eds.)(2004) *Preventing AIDS: Community-Science Collaboration*. Binghamton, N.Y.: Haworth Press.

BP. Bowser (ed.) (2002) The Social Dimensions of AIDS: A Sociology of the AIDS Epidemic. *International Journal of Sociology and Social Policy*, 22(4-6), 2002.

BP. Bowser and L. Kushnick (eds.)(2002) *Against the Odds: Scholars Who Challenged Race in the Twentieth Century*. Amherst: The University of Massachusetts Press.

BP. Bowser and R. Hunt, (eds.)(1996) *Impacts of Racism on White Americans*. Thousand Oaks: Sage Publications, (First Edition, 1981).

BP. Bowser (ed.)(1995) *Racism and Anti-Racism in World Perspective*. Thousand Oaks: Sage Publications.

BP. Bowser, T. Jones and G. Auletta-Young (eds.)(1995) *Toward the Multicultural University*. Westport, CN: Praeger Press.

BP. Bowser, G. Auletta and T. Jones (1993). *Confronting Diversity Issues on Campus*. Thousand Oaks: Sage Publications.

BP. Bowser (ed.)(1991) *Black Male Adolescents: Parenting and Education in Community Context*. Lanham, Md.: University Press of America.

BP. Bowser, E. Mann and M. Oling, (eds.)(1981) *Census Data with Maps for Small Areas of New York City, 1910-1960*. [Micro-film and Guide] Woodbury, CT: Research Publications.

### **-- Journal Articles --**

BP. Bowser and Word, CO. (2011). Expanding Multivariate Models and Improving Confirmation in Multi-Disciplinary Research. The National Science Foundation, The Future of Research in the Social, Behavioral and Economic Sciences.

[http://www.nsf.gov/sbe/sbe\\_2020/index.cfm](http://www.nsf.gov/sbe/sbe_2020/index.cfm).

Bowser, BP., Word, CO., and Fullilove, RE. (2011). Post-Script to the Crack Epidemic and Its Links to HIV. *Journal of Equity in Health*. [www.JEHonline.org](http://www.JEHonline.org).

BP. Bowser, D. Lewis, D. Dogan and C. Word (2010) Drug Treatment Clients and their Community Peers: How They Differ, *Journal of Ethnicity in Substance Abuse*. 9:89–105.

BP. Bowser, T. Jenkins-Barnes, C. Dillard Smith and G. Lockett (2009) Harm Reduction for Drug Abusing Ex-Offenders: Outcome of the Cal-Pep MORE Project. *Journal of Evidence-Based Social Work*. 7(1-2): 15-29.

BP. Bowser, L. Ryan, C. Dillard Smith, and G. Lockett (2008) Outreach-Based Drug Treatment for Minority Women: The Cal-Pep Risk-Reduction Demonstration Project. *International Journal of Drug Policy*. 19(6); 492-5.

BP. Bowser (2007) Ethnography of Racial Identities in Paris: Public Indicators of Social Hierarchy. *Social Science Information*, 46 (4): 591-605.

BP. Bowser (2007). Expanding W.E.B. Du Bois' Concept of Double Consciousness. *Perspectives: Newsletter of the ASA Theory Section*, 29 (1): 6-8.

BP. Bowser, C. Word, M. Duncan Stanton, B. Coleman (2003). Death in the Family and HIV Risk-Taking among Intravenous Drug Users. *The Journal of Family Process*, 42(2): 291-304.

BP. Bowser (2003) A Meaning of 9/11: Failure in Race Relations at Home Has Led to a Failed US Foreign Policy Overseas. *Sage Race Relations Abstracts*, 28(3-4): 19-24.

BP. Bowser, C. Word, G. Lockett, C. Dillard Smith (2001). How Drug Abusers Organize Their Participation in HIV/AIDS Studies. *Journal of Drug Issues*, 31(4): 941-956.

BP. Bowser and R. Bilal (2001) Drug Treatment Effectiveness: African American Culture in Recovery. *Journal of Drug Issues*. 33(4): 391-401.

ER. Monterroso, et al. (2000). Prevention of HIV Infection in Street-Recruited Injection Drug Users. *J. Acquired Immune Deficiency Syndrome*, 25(1): 63-70.

C. Word and BP. Bowser (1997). Background to Crack Cocaine Addiction and HIV High Risk Behaviors: Another AIDS Epidemic. *The American Journal of Drug and Alcohol Abuse*, 23 (1): 67-78.

BP. Bowser (1996). African American Men as Injection Drug Users: An Application of Alienation Theory to Addiction and Treatment. *The Journal of Research on Minority Affairs*, 6 (1): 85-101.

KL. Irwin, BR. Edlin, S. Faruque, HV. McCoy, C. Word, Y. Serrano, J. Inciardi, B. Bowser, SD. Holmberg (1996). Crack Cocaine Smokers who Turn to Drug Injection: Characteristics, Factors Associated with Injection, and Implications for HIV Transmission. *Drug and Alcohol Dependence*, 42: 85-92.

BR. Edlin, KL. Irwin, S. Faruque, CB. McCoy, C. Word, Y. Serrano, JA. Inciardi, BP. Bowser, RF. Schilling, SD. Holmberg. (1994). Intersecting Epidemics--crack Cocaine Use and HIV Infection Among Inner-city Young Adults. Multicenter Crack Cocaine and HIV Infection Study Team. *New England Journal of Medicine*, 331: 1422-1427.

BP. Bowser and C. Word (1993). A Comparison of African-American Adolescent Crack Cocaine Users with Nonusers: Background Factors to Drug Use and HIV Sexual Risk Behaviors. *Psychology of Addictive Behaviors*, 7 (3): 155-161. Reprinted In GA. Marlatt and GR. VandenBos (eds.). *Addictive Behaviors: Readings on Etiology, Prevention, and Treatment*. Washington, DC: American Psychological Association. 1997.

BR. Edlin, KL. Irwin, DD. Ludwig, HV. McCoy, Y. Serrano, C. Word, BP. Bowser, S. Faruque, CB. McCoy, RF. Schilling. (1992). High-risk Sex Behavior among Young Street-recruited Crack Cocaine Smokers in Three American Cities: An Interim Report. the Multicenter Crack Cocaine and HIV Infection Study Team. *Journal of Psychoactive Drugs*, 24 (4): 363-371.

BP. Bowser (1992). African-American Culture and AIDS Prevention: From Barrier to Ally. *The Western Journal of Medicine*, 157 (3): 286-289.

BP. Bowser, R. Fullilove and M. Fullilove (1990). African-American Youth and AIDS High Risk Behavior: The Social Context and Barriers to Prevention. *Youth and Society*, 22 (1): 54-66.

R. Fullilove, M. Fullilove and BP. Bowser (1990). Crack Users: The New AIDS Risk Group? *Journal of Cancer Prevention and Detection*, 14 (3): 363-368.

R. Fullilove, M. Fullilove, B. Bowser, and S. Gross (1990). Risk of Sexually Transmitted Disease Among Black Adolescent Crack Users in Oakland and San Francisco. *Journal of the American Medical Association*, 263 (6): 851-855.

BP. Bowser (1988). Bayview Hunter's Point: San Francisco's Black Ghetto Revisited. *Urban Anthropology*, 17 (4): 383-402.

BP. Bowser (1986). Community and Economic Context of Black Families: A Critical Review of the Literature. *The American Journal of Social Psychiatry*, 6 (1): 17-26.

BP. Bowser (1985). Race Relations in the 1980s: The Case of the U.S. *Journal of Black Studies*, 15 (3): 304-324.

BP. Bowser (1981). The Black Contribution to Sociological Knowledge: A Problem of Theory and Role. *Phylon*, 42 (2): 180-193.

Bowser, B.P., and Goma-Gakissa, G. (2012). Exploring Slavery's Influence on the Psychology of Slave Descendants in the United States. In Paul Lovejoy and B.P. Bowser (eds.), *The Transatlantic Slave Trade and Slavery: Legacy and Approaches to Teaching*. Camden, N.J.: Africa World Press.

B.P. Bowser (2011). Prevention of Risky Sexual Behaviors among African American Men. In Anthony Lemelle, Wornie Reed and Sandra Taylor (eds.) *Handbook of African American Health: Social and Behavioral Interventions* (pp. 183-196). New York: Springer Science.

L. Hobson Faure, C. Dillard Smith, G. Lockett, B.P. Bowser (2008) AIDS Prevention by Non-Governmental Organizations: Inside the American and French Responses. In Sophie Body-Gendrot, J. Carré and R. Garbaye (eds.) *A City of One's Own: Blurring the Boundaries between Private and Public. Historical and Comparative Perspectives* (pp. 133-148). London: Ashgate.

Bowser, B.P., Hill, B. (2007). Rapid Assessment in Oakland: HIV, Race, Class and Bureaucracy. In B. P. Bowser, Quimby, E., Singer, M. (Ed.), *When Communities Assess their AIDS Epidemics* (pp. 129-150). Lanham: Lexington Books.

B.P. Bowser (2005) The Role of Socialization in Cultural Learning: What Does the Research Say? In Robert T. Carter (ed.) *Handbook of Racial-Cultural Psychology and Counseling: Theory and Research* (Vol. 1). Hoboken, NJ: John Wiley and Sons, Inc.

Lockett, G., Dillard-Smith, C., Bowser B.P. (2004). Preventing AIDS among Injectors and Sex Workers. In B.P. Bowser, Mishra, S.I., Reback, C.J., Lemp G. (Ed.), *Preventing AIDS: Community-Science Collaborations* (pp. 45-68). New York: The Haworth Press.

B.P. Bowser (2002). Classical Black Sociologists and Social Theory: Anatomy of a Controversy. In Robert Washington and Donald Cunnigen (eds.) *Confronting the American Dilemma of Race: The Second Generation Black American Sociologists*. Lanham: University Press of America.

B.P. Bowser (2002). Retrospective on St. Clair Drake. In Robert Washington and Donald Cunnigen (eds.) *Confronting the American Dilemma of Race: The Second Generation Black American Sociologists*. Lanham: University Press of America.

B.P. Bowser (2001). Social Class in Black Sexuality. In R. Satow (ed.) *Gender and Social Life*. Boston: Allyn and Bacon.

B.P. Bowser and K.D. Whittle (2001). Fighting Drug and Alcohol Abuse in Communities and Improving Race Relations: Theoretical Lessons Learned. In Stephanie Hartwell and Russell Schutt (eds.) *The Organizational Response to Social Problems (Research in Social Problems and Public Policy, Vol, 8)*. New York: JAI – Elsevier Science.

B.P. Bowser (1998). The Sociology of Herbert Aptheker. In Herbert Shapiro (ed.) *African American History and Radical Historiography: Essays in Honor of Herbert Aptheker*. (Nature, Society, and Thought, Vol. 10, Nos. 1-2). Minneapolis: University of Minnesota.

BP. Bowser (1998). Drug Treatment Programs and Research: The Challenge of Bidirectionality. In Sara Lamb, M. Greenlick, and D. McCarty (eds.) *Bridging the Gap between Practice and Research: Forging Partnerships with Community-Based Drug and Alcohol Treatment* (pp. 135-146). Washington: National Academy Press.

BP. Bowser and KD. Whittle (1996). Personal Reflections on W.E.B. Du Bois: The Person, Scholar, and Activist by Herbert and Fay Aptheker. In Rutledge Dennis (ed.) *W.E.B. Du Bois: The Scholar as Activist*. Vol. 9. Greenwich: JAI Press.

BP. Bowser (1994). African American Male Sexuality through the Early Life Course. In Alice Rossi (ed.) *Sexuality Across the Life Course*. Chicago: University of Chicago Press.

BP. Bowser (1994). HIV Prevention and African Americans: A Difference of Class. In Johannes P. Van Vugt (ed.) *AIDS Prevention and Services: Community Based Research*. Westport, CN: Bergin and Garvey.

BP. Bowser (1994). Black Men and AIDS: Prevention and Black Sexuality. In Richard Majors and J. Gordon (eds.) *The American Black Male: His Present Status and His Future*. New York: Nelson-Hall.

BP. Bowser and J. Sieber (1993). AIDS Prevention Research: Old Problems and New Solutions. In Claire Renzetti and R. Lee (eds.) *Researching Sensitive Topics*. Newbury Park: Sage Publications.

BP. Bowser (1993). What Are the Community Responses to Needle Exchange Programs and New York City Summaries. In Peter Lurie and A. Reingold, et al. (eds.) *The Public Health Impact of Needle Exchange Programs in the United States and Abroad*. Vol. 1-2. Rockville, MD: CDC National AIDS Clearinghouse.

BP. Bowser (1992). Designing and Conducting Community Based Drug Research. In Joan Sieber (ed.) *HIV/STD Prevention in Young Populations: Culturally Sensitive Approaches*. Newbury Park: Sage Publications. 1992.

BP. Bowser (1992). Community Based AIDS Prevention Programs for Adolescents. In Ralph DiClemente (ed.) *Adolescents and AIDS: A Generation in Jeopardy*. Newbury Park: Sage Publications.

BP. Bowser, K. Hembry, P. Evans, et al. (1991). The AIDS Epidemic and Black Americans: An Exploration of Present and Future Risks. In G. King (ed.) *The Health of Black Americans*. New York: Oxford University Press.

#### **-- Other Publications --**

BP. Bowser (1998). African-Americans [and] Needle Exchanges. In RA. Smith (ed.) *Encyclopedia of AIDS: A Social, Political, Cultural, and Scientific Record of the HIV Epidemic* (pp. 55-58; 375-377). Chicago: Fitzroy Dearborn Publishers.

Brown, A. et al. (1998) *The Changing Face on Substance Abuse: A Sobering Discussion of the Impact of Drugs and Alcohol on Oakland*. Oakland: East Bay Recovery Project (Project Emerge).

Lurie, P., et al. (1993) *The Public Health Impacts of Needle Exchange Programs in the United States and Abroad*. Rockville: CDC National AIDS Clearing House (BP. Bowser, chap 10-11).

BP. Bowser (1989). AIDS and Hidden Populations. *MIRA Newsletter*, 3 (2).

BP. Bowser (1987). A Bibliographic Essay: Race and U.S. Foreign Policy. *Sage Race Relations Abstracts*, 12 (1): 4-20.

BP. Bowser (1979). Minority Graduate School Enrollment Declines. *WICHE Reports*, 24 (2): 6-7.



**August, 2012**

## **CURRICULUM VITAE**

Patricia K. Jennings

### ADDRESS

California State University, East Bay  
Department of Sociology and Social Services  
3093 Meiklejohn Hall  
Hayward, CA 94542  
E-mail [pat.jennings@csueastbay.edu](mailto:pat.jennings@csueastbay.edu)

### ACADEMIC POSITIONS

2011-Current	Department Chair, Department of Sociology & Social Services, California State University, East Bay
2010 – Current	Associate Professor, Department of Sociology & Social Services, California State University, East Bay
2005-2009	Assistant Professor, Department of Sociology, California State University, East Bay
2001-2005	Assistant Professor, Department of Sociology, California State University, Bakersfield
2004-2005	Chair, Women and Gender Studies Program, California State University, Bakersfield
1999-2000	Research Associate, Women’s Studies Program, University of Pittsburgh
1999 - 2000	Visiting Professor, Department of Sociology, University of Pittsburgh

### EDUCATION

Ph.D.	August 2000	University of Kentucky (Sociology)
	1997	Social Theory Certificate, University of Kentucky
	1997	Women's Studies Certificate, University of Kentucky
M.A.	1991	California State University-Hayward (Sociology)
B.A.	1988	California State University-San Francisco (Sociology)

## AWARDS AND HONORS

California State University, East Bay  
CLASS Faculty Fellows Award (4 units of assigned time), 2007

California State University, Bakersfield  
Instructionally Related Activities Grant (\$1,700), 2004  
Teaching and Learning Center Grant (\$250.00), 2004

University of Kentucky  
O'Donnell Award (outstanding graduate student)  
Honors pass, qualifying exam

## DISSERTATION

2000, "Genetic Ties and Genetic "Others": Race, Class, and Infertility." Ph.D. Dissertation.

## RESEARCH AND TEACHING INTERESTS

Research Methods  
Social Inequality  
Race, Class and Gender Intersections  
Sociology of Gender

## TEACHING EXPERIENCE

Undergraduate Courses (California State University, East Bay):

Introduction to Sociological Research (Soc 3000)  
Methods of Sociological Research I (Soc 4111)  
Methods of Sociological Research II (Soc 4112)  
Social Inequality (Soc 3420)  
Sociology of Gender (Soc 3411)

Graduate Courses (California State University, East Bay):

Globalization (Soc 6800)  
Race, Class, and Gender Seminar (Soc 6800)  
Sociology of Gender and Work (Soc 6800)

Undergraduate Courses (California State University, Bakersfield):

Gender and Globalization  
Gender and Society  
Gender, Race and Labor  
Introduction to Sociology  
Quantitative Research Methods

Senior Seminar in Sociology  
Social Stratification  
Sociology through Film

Graduate Seminars (California State University, Bakersfield):

Gender and Society  
Gender and Work

### SCHOLARSHIP

Refereed Journal Articles:

- Forthcoming Beeson, Diane, Patricia Jennings & Wendy Cramer. A New Path to Grandparenthood: Parents of Egg and Sperm Donors. *Journal of Family Issues*.
- 2011 Beeson, Diane, Patricia Jennings & Wendy Cramer. Offspring Searching for their Sperm Donors: How Family Type Shapes the Process. *Human Reproduction*. Vol. 26, No. 9.
- 2010 Jennings, Patricia. "God Had Something Else in Mind: Family, Religion & Infertility." *Journal of Contemporary Ethnography*. Vol. 39, No.2.
- 2006 Jennings, Patricia. "The Trouble with the MEPA: An Empirical Look at Transracial Adoption." *Sociological Perspectives*. Vol. 49, No.4.
- 2006 Jennings, Patricia, Beth Rienzi, and Laramee Lyda. "Assessing Student Learning: A Case Study." *Teaching Sociology*. Vol. 34, No. 3.
- 2004 Jennings, Patricia. "What Mothers Want: Welfare Reform and Maternal Desire." *Journal of Sociology and Social Work*. Vol. 31, No.3.
- 2003 Jennings, Patricia and Clarence Talley. "A Good Death? White Privilege and Public Opinion Research on Euthanasia." *Race, Gender & Class*. Volume 10, No. 3.
- 2001 Jennings, Patricia and Joan Callahan. "Multiple Gestation: Some Public Policy Issues." *Health Care Analysis: An International Journal of Health Care Philosophy and Policy, Special Issue Feminism and Bioethics*, Guest Editor: Mary Mahowald. Volume 9, No. 2.

Book Chapters & Encyclopedia Entries:

- 2008 Jennings, Patricia. "The Culture of Poverty." In Vince Parrillo, editor. *Encyclopedia of Social Problems*. Sage Publications: Thousand Oaks, CA.

- 2000 Billings, Dwight and Patricia Jennings. "Critical Theory." In Borgatta, E. and R. Montgomery, editors. *Encyclopedia of Sociology*. New York: Macmillan Reference.
- 1997 Beeson, Diane and Patricia Jennings. "Social and Ethical Issues in the Prenatal Diagnosis of Fetal Disorders." In Monagle, J. and D. Thomasma, editors. *Health Care Ethics: Critical Issues for the 21st Century*. Gaithersburg Md.: Aspen Publishers.

Book Reviews:

- 2011 Jennings, Patricia, Reviewer *Blue-Ribbon Babies and Labors of Love: Race, Class and Gender in U.S. Adoption Practice* by Christine Ward Gailey. Austin: University of Texas Press. 2010. Reviewed in *Contemporary Sociology*. Vol. 40, No. 2.
- 2001 Jennings Patricia, Reviewer *Reflections on Anger: Women and Men in a Changing Society* by Christa Reiser. Westport: Prager, 1999. Reviewed in *Contemporary Sociology* Vol. 30, No. 4.

Other Non-Refereed Publications:

- 2011 Stevenson, Tina, Diane Beeson & Patricia Jennings. Finding the Active Voice. *Gene Watch*. June-July. Vol 24, No.3.
- 1998 Jennings, Patricia and Meredith Redlin, interviewers. "Constituting White Identities: An Interview with David Roediger." *disClosure: A Journal of Social Theory*. Winter No.7.

Professional Conferences (Presentations):

- 2012 Sperm Donor Conceived Children Speak out about Donor Conception. Pacific Sociological Association (March 2012).
- 2010 Feminine Lust for Purple Suede Shoes. National Women's Studies Association (November).
- 2010 When Things go Wrong: Health Risks in Egg Donation. Pacific Sociological Association (April).
- 2009 Race and the Market in Eggs. National Women's Studies Association (November).
- 2007 Harris, E. & Jennings, P. "Writing Across the Curriculum," California Sociological Association (November).
- 2006 "Infertility and Spirituality." National Women's Studies Association (June).

- 2006 "Gender, Religion, and Infertility: Religious Experience and Women's Responses to Infertility. Pacific Sociological Association, CA (April).
- 2006 "Teaching Social Inequality Through Film." Pacific Sociological Association (April).
- 2004 "Assessing Students Knowledge of Sociological Theory." California Sociological Association. Riverside, CA (October).
- 2004 Research Workshop. Using Major National Data Sets: Sociological Societies' Programs Database: How to Access this Information for Research and Planning. American Sociological Association. San Francisco, CA (August). (Co-Presented with Kenneth Nyberg, Laura Hecht, and William Wagner.)
- 2004 "Gender, Sexuality and Social Class: Lesbians from Working Class Backgrounds." Pacific Sociological Association. San Francisco, CA (April).
- 2003 "Sociology at the Perimeter: The ASA and Regional Sociological Association Programs, Including the Pacific Sociological Association." Pacific Sociological Association, Pasadena, CA (April). (Co-Presented with Kenneth Nyberg, Laura Hecht and Alem Kebede.)
- 2003 "Sociology at the Perimeter: The Southern Program Meetings." Southern Sociological Society, New Orleans, LA (March). (Co-Presented with Kenneth Nyberg, Laura Hecht, Daniel McMillin, and Alem Kebede.)
- 2003 "Working Class Lesbians: Academic Perspectives and Lived Experience." North Central Sociological Association, Cincinnati, OH (March).
- 2002 "Teaching Gender Identity through Film: Gender in Ma Vie en Rose." California Sociological Association, Riverside, CA (October).
- 2002 "The Market in Children: Race, Class, and Adoption." American Sociological Association, Chicago, IL (August).
- 2002 "Crossing the Genetic Divide: Social Differences and Resolutions to Infertility." Hawaii International Conference on Social Sciences, Honolulu, HI (June).
- 2001 "What Mothers Want: Maternal Desire and Welfare Reform." The California Sociological Association, Sacramento, CA. (October).
- 1999 "Breeder Bodies and Genetic Pollution: Negotiating the Use of "Other" Women's Reproductive Bodies". The American Sociological Association, Chicago, IL. (August).

Professional Conferences (Session Organizer, Discussant and/or Presider)

- 2010 Panel Organizer, "Social Inequalities, Fertility & Reproductive Technologies." Pacific Sociological Association (April)
- 2010 Panel Presider, "Research & Theory on New Family Forms II: Same-Sex Couples. Pacific Sociological Association (April)
- 2009 Panel Moderator, "New Models for Community/Labor Coalitions." Southwest Labor Studies Association (May)
- 2007 Organizer, "Graduate Student Research Panel," California Sociological Association. (November).
- 2007 Organizer, "Writing Across the Curriculum," California Sociological Association (November).
- 2006 Organizer, "Race, Class, and Gender Session," Pacific Sociological Association (April).
- 2005 Co-organizer, Student Research Session, California Sociological Association (November).
- 2004 Co-organizer, Student Sessions, "Student Research Sessions I, II, & III." California Sociological Association (October).
- 2003 Organizer, Student Panel Presentation, "Social Inequality in Our Own Backyard," California Sociological Association (November).
- 2003 Organizer, Panel Session, "Inequality in California," California Sociological Association (November).
- 2003 Discussant, for "Life Cycle Issues in the 21st Century" session. Pacific Sociological Association, Pasadena, CA (April).
- 2002 Organizer, Student Presentation Roundtable on Race, Class and Gender. California Sociological Association, Riverside, CA (October).
- 2002 Organizer, General Student Roundtable Presentation Session. California Sociological Association, Riverside, CA (October).
- 2002 Co-organizer, Topics Session, "Transnational Feminism." American Sociological Association, Chicago, IL (August).

Invited Presentations:

- 2011 "Race and the Trade in Human Eggs." South Dakota State University, Brookings, SD.

- 2011 “Race and the Trade in Human Eggs.” Bakersfield College, Bakersfield, CA.
- 2001 “Social Difference and Genetic Thinking.” University of Pittsburgh Graduate School of Public Health, Pittsburgh PA.
- 2001 “Gender and Genetics: Race, Class, and Infertility.” Women’s Studies Brown Bag Speaker Series, University of Pittsburgh.

Journal Reviews:

- 2012 Manuscript review, *Journal of Family Issues* (winter)
- 2010 Manuscript review, *Journal of Comparative Families* (winter).
- 2009 Manuscript review, *Journal of Comparative Families* (fall).
- 2007 Manuscript review, *Sociological Perspectives* (summer).
- 2007 Manuscript review, *Social Science & Medicine* (fall).
- 2006 Manuscript review, *Social Science & Medicine* (summer).
- 2006 Manuscript review, *Sociological Perspectives* (spring).
- 2005 Manuscript review, *Sociological Perspectives* (summer).
- 2004 Manuscript review, *Exchanges* (winter).

ACADEMIC SERVICE

Departmental & University Service:

- Executive Committee, Faculty Senate (fall 2012-)
- Committee on Budget and Resource Allocation (fall 2011- )
- California Faculty Association, Campus Representative, Statewide Affirmative Action Committee (fall 2011- )
- California Faculty Association, Department Representative (2011- )
- California Faculty Association, Secretary (2009-2011)
- Committee on Academic Programs & Research (CAPR) (2008-2010)
- Departmental Hiring Committees (2006-2007 & 2008)
- Research Committee, Interim Committee Member (2008)
- Campus Representative (Social Science Research & Instruction Council, 2007- 2010)
- Graduate Coordinator (2006 – 2010)
- Member of the University Research Council (CSU Bakersfield, 2004-2005)
- Chair, Women and Gender Studies Program (CSU Bakersfield, 2004-2005)
- Co-Chair, Women's Studies Committee (CSU Bakersfield, 2003-2004)
- CSU Faculty Representative (California Sociological Association, 2002-2005)
- Member of the Five-Year Program Review Committee (CSU Bakersfield, 2003)
- Member of the Hiring Committee (CSU Bakersfield, 2002& 2003)
- Member of the Applied Ethics Committee (CSU Bakersfield, 2002)

Speaker Series (Organizer):

- 2012 Co-organizer & Speaker, Panel Discussion on Privatizing State Colleges (CSUEB)

- 2011 Co-organizer, Early Start Panel Discussion (CSUEB)
- 2009 Member of the Organizing Committee for the Southwest Labor Studies Association Annual Conference
- 2005 Organizer, Women and Gender Studies Speaker Series (CSU Bakersfield).
- 2004 Community and Campus-Based Fundraising for the 2005 Women and Gender Studies Speaker Series (Raised \$3,000).
- 2004 Organizer, Women and Gender Studies Speaker Series (CSU Bakersfield).



## **Curriculum Vitae**

**Will Johnson**

### **Education:**

A. B., Political Science/Public Administration, 1969, University of California, Berkeley.

Honors: Great Distinction, Phi Beta Kappa.

Master of Social Welfare (M.S.W.), 1973, University of California, Berkeley.

Ph.D., Social Welfare, 1982, University of California, Berkeley.

### **Employment:**

#### **California State University, East Bay**

(Sept. 2007 - present) Assistant Professor of Sociology and Social Services. Co-Director of Social Services Option Program for undergraduate sociology majors. Director of Field Placement.

#### **University of California, Office of the President**

(August, 2006 to August, 2007) Senior Research Analyst, Welfare Policy Research Project. Assist with the development of a welfare reform research agenda, grant making, and management of research projects in California.

#### **Alameda County Social Services Agency**

(Jan. 2004 to July, 2006) Director, Office of Evaluation, Research, and Program Performance. Reporting to the agency deputy director, direct a staff of analysts and researchers assigned a variety of program evaluation and operations research projects.

#### **California Child Welfare Structured Decision Making Project, California Department of Social Services**

(1997 to Dec. 2003) Project Director, Research Director. The California Child Welfare Structured Decision Making Project is a child welfare reform effort operating under the auspices of the California Department of Social Services and in volunteer California counties containing more than 80% of the state's population. Its purpose is to bring research-based child/family assessment tools to resource allocation decision-making in California county child welfare agencies.

#### **Alameda County Social Services Agency**

(1976-1997) Assistant Staff Analyst; Management Analyst; Manager, Planning, Evaluation and Research Unit; Program Manager (second level manager with 65 direct and indirect reports overseeing the following units/functions: Planning Evaluation and Research Unit; General Assistance Client Appeals; Aid to Families With Dependent Children Quality Control auditing; Welfare Fraud Eligibility Review auditing.

**Prior Teaching:**

**Lecturer**, Department of Public Affairs and Administration, Department of Social Work, California State University East Bay, 1987 to 2006. Teach statistics, research methods, program evaluation, public policy, and management courses in M.P.A. and M.S.W. programs.

**Lecturer**, Public Administration, Golden Gate University, 1992 to 1999. Taught statistics, research methods, and program evaluation courses in M.P.A. and D.P.A. programs.

**Lecturer**, School of Social Welfare, University of California, Berkeley, 1986-87. Taught research methods in M.S.W. program.

**Lecturer**, Dept. of Social Work, San Francisco State University, 1982-83. Taught research methods in B.S.W. program.

**Consulting:**

**University of Kansas, School of Social Welfare, 2009** (Provided advice on a report on child maltreatment risk assessment being prepared by Professor Thomas McDonald, University of Kansas, for state of Kansas welfare authorities.)

**Ohio State University and the Ohio State University Foundation, 2006** (child maltreatment risk assessment).

**State of Texas, Department of Human and Regulatory Affairs** (child welfare risk assessment).

**American Humane Association, Children's Division** (child welfare risk assessment research and evaluation).

**Children's Research Center, National Council on Crime and Delinquency** (child welfare risk assessment research and evaluation).

**K. T. Analytics** (transportation consulting).

**Hershey Business Systems** (developed statistical models for identifying community college dropouts).

**Selected Publications:**

W. Johnson (2012) Child abuse/neglect risk assessment under field practice conditions: A test of external validity and comparison to heart disease prediction. In review, ***Child Abuse & Neglect: The International Journal***.

W. Johnson (2011) The Validity and Utility of the California Family Risk Assessment Under Practice Conditions in the Field: A Prospective Study. ***Child Abuse & Neglect: The International Journal***. 35 (2011) 18–28.

- W. Johnson (2006) Post-battle skirmish in the risk assessment wars: Rebuttal to the Response of Baumann and colleagues to criticism of their paper, "Evaluating the effectiveness of actuarial risk assessment models". ***Children and Youth Services Review*** 28, 1124–1132.
- W. Johnson (2006) The risk assessment wars: A Commentary Response to "Evaluating the effectiveness of actuarial risk assessment models" by Donald Baumann, J. Randolph Law, Janess Sheets, Grant Reid, and J. Christopher Graham, *Children and Youth Services Review*, 27, pp. 465–490. ***Children and Youth Services Review***, 28, 704– 714.
- W. Johnson (2005). Effects of a Research-Based Risk Assessment on Racial/Ethnic Disproportionality in Service Provision Decisions. In ***Race Matters In Child Welfare: The Overrepresentation of African Americans in the System***, Derezotes, D. M., Poertner, J., and Testa, M. F., eds. CWLA Press, Washington D. C.
- T. Higgins and W. Johnson (1999). Evaluating Transportation Programs: Neglected Principles. ***Transportation*** 26, 323-336.
- W. Johnson (1996). Risk assessment research: Progress and future directions. ***Protecting Children***, 12(2), 14-18.
- W. Johnson with T. Clancy, (1991). Efficiency in behavior-changing social programs: The case of in-home child abuse prevention. ***Administration in Social Work*** 15(1), 105-118.
- W. Johnson with J. Sheurman, (1993). Debate #7: Will computer-based expert systems improve decisions made about children? In ***Controversial Issues in Child Welfare***, Gambriel, E., and Stein, T. J., eds., pp. 109-121. Allyn & Bacon, Boston.
- W. Johnson with J. L'Esperance, (1984). Predicting the recurrence of child abuse. ***Social Work Research & Abstracts***, 20(2), 19-26.

### **Selected Conference Presentations**

- Presenter, 52<sup>nd</sup> Annual Workshop of the National Association for Welfare Research and Statistics. Baltimore, Maryland, August 20<sup>th</sup> – 23<sup>rd</sup>, 2012.
- Presenter, Second International Symposium on Decisions, Assessment, Risk and Evidence in Social Work. University of Ulster, Templepatrick Northern Ireland, July 2, 3, 2012.
- Presenter, 18<sup>th</sup> National Conference on Child Abuse & Neglect, Washington D. C., April 16<sup>th</sup> -20<sup>th</sup>, 2012.

Speaker, National Research Institute for Child and Family Studies, Boy's Town, Omaha Nebraska, September 13, 2011.

Presenter, 9<sup>th</sup> National Structured Decision Making Conference, Sacramento California, and October, 2008. Held under the auspices of the Children's Research Center, National Council on Crime and Delinquency, and the California Department of Social Services.

Presenter, 7<sup>th</sup> National Structured Decision Making Conference, Portsmouth New Hampshire, October, 2006. Held under the auspices of the Children's Research Center, National Council on Crime and Delinquency.

Symposium Presenter with Prof. Eileen Gambrill, Sixth International Campbell Collaboration Colloquium, Los Angeles, February, 2006. Held under the auspices of the School of Social Work, University of Southern California.

Presenter at the 6<sup>th</sup> (2001) and 8<sup>th</sup> (2003) International Conferences on Family Violence held in San Diego under the auspices of the Family Violence & Sexual Assault Institute, the Children's Institute International, and Alliant International University.

Presenter at 11 of 13 National CPS Risk Assessment Roundtables held in San Francisco from 1987 through 2000, under the auspices of the American Humane Association, Children's Division, and the former American Public Welfare Association.

### **Community Service**

Member at Large, Board of Directors, Eden Youth and Family Center, Hayward, Ca.

### **Contact Information**

Will Johnson  
4029 Laurel Ave.  
Oakland, Ca. 94602  
510-885-3186 (work)  
[Will.johnson@csueastbay.edu](mailto:Will.johnson@csueastbay.edu)  
[willjohnson@sbcglobal.net](mailto:willjohnson@sbcglobal.net)

## **A BRIEF CURRICULUM VITAE**

### **Efren Noblefranca Padilla**

(510) 885-4818/Office • Fax: (510) 885-2390  
E-Mail: efren.padilla@csueastbay.edu

Professor, Sociology & Social Services, California State University at East Bay

Director, Center for Filipino Studies, California State University at East Bay

Director, Minor in Filipino and Filipino American Studies, California State University at East Bay

### **Courses Taught:**

Seminar in Urban & Regional Planning and Development

Urban Planning

Urban Sociology

Human Ecology

Social Demography

Sociological Theory

Race and Ethnic Relations

Principles of Sociology

### **Education:**

Ph.D., Social Science/Urban & Regional Planning, Michigan State University (1986).

Ph.D. Level, Sociology, Florida State University (1982-1983).

B.A. Philosophy and M.A. Sociology, Silliman University, (1976, 1980).

### **Fellowships and Awards:**

Cum Laude and University Honors: Silliman University, Philippines (1976).

Graduate Fellow: Philippine Social Science Council (1978-1980).

Scholar: Fulbright-Hays Scholarship, Florida State University (1982-1983) and Michigan State University (1983-1986).

Awardee: The Urban Affairs Dissertation Award, Michigan State University, 1986.

Research Associate: Center for Southeast Asian Studies at U.C. Berkeley, 1993-1993.

Fellow: Sasakawa Fellowship, Japanese Studies Institute, San Diego State University, 1995.

Faculty of the Year Award: CSUEB Faculty and Student Mentoring Program/Freshman Year Partner's Project, 1996.

Outstanding Sillimanian (Urban Studies), 2005.

**Books on Urban and Regional Studies:**

American Urban and Regional Experience. Kendall/Hunt, 1996.

Perspectives on Urban Society: From Peindustrial to Postindustrial. Allyn & Bacon, 2006.

**Blogger, GMA7 News Online:**

(<http://www.gmanetwork.com/news/archives/authors/efrennpadilla>), 2011-Up to the Present.

**Planning Consultancies:**

Dumaguete City Six-Year City Plan, 1987.\*

Cabadbaran City Riverfront Development and Public Plaza Plan, 2006.\*

Davao Oriental Provincial Development Plan, 2008.\*

Butuan City Development Plan, 2012.\*\*

ClarkStar Development Plan, 2012.\*\*

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\* In tandem with Architect Manuel Almagro, former managing principal of Notter and Finegold & Alexander, Architects and Planners, Washington D.C.

\*\* In tandem with Architect Enrico Baluyot, Ribarch Associates, Manila, Philippines

**Most Current Professional Presentations:**

Nation-State or City-State: A New Planning Paradigm for Philippine Development. Silliman University Integrative Lecture Series, July 26, 2012

The City of Butuan Planning Experience, Butuan, Philippines, August 2, 2012

The Intersection of Urban Planning and Architecture. School of Architecture Forum, Silliman University, August 11, 2012

**CARL STEMPEL**

4337 Whittle Av.  
Oakland, CA 94602  
(510) 531-6798

**EDUCATION**

1992                    Doctor of Philosophy  
                          Department of Sociology  
                          University of Oregon  
                          Dissertation Title: "Towards a Historical Sociology of Sport in the  
                          United States: 1825-1875"

**ACADEMIC EMPLOYMENT**

6/2011-Present    Professor  
                          Department of Sociology and Social Services  
                          California State University, Hayward

9/2006-6/2011    Associate Professor  
                          Sociological Theory; Marriage and Sex; Sociology of the Family;  
                          Seminar in Sociological Theory I; Seminar in Sociological Theory II;  
                          Topics Seminar: Families and Intimate Relationships; Topics Seminar:  
                          Sexuality and Intimate Relationships  
                          Department of Sociology and Social Services  
                          California State University, Hayward

9/2001-6/2006    Assistant Professor:  
                          Introduction to Sociology through Sports; Sociological Theory;  
                          Marriage and Sex; Sociology of the Family; Advanced Sociological  
                          Research Methods I; Sociology of Parenting  
                          Department of Sociology and Social Services  
                          California State University, Hayward

9/92-6/01            Lecturer:  
                          Introduction to Sociology; Prejudice and Discrimination; Introduction to  
                          Social Research; Methods of Sociological Research I & II; Critical  
                          Thinking on Social Problems; Social Inequality; Sociology of the  
                          Family; Marriage and Sex; Sociology of Education; Sociology of  
                          Parenting; Sociological Theory; Seminar in Sociological Theory I;  
                          Seminar in Sociological Theory II  
                          Department of Sociology and Social Services  
                          California State University, Hayward

**PROFESSIONAL PAPERS AND PRESENTATIONS**

2012                    Gendered Resettlement and Social Capital Processes Shaping  
                          Afghan Refugee Health and Mental Health  
                          American Public Health Association  
                          San Francisco, CA

Accepted for poster presentation in 2012 annual meetings.

- 2012 Media Use and Issue Knowledge in the 2008 Presidential Campaign:  
A Field Analysis  
American Sociological Association  
Denver, CO  
Accepted for presentation at the 2012 annual meetings
- 2012 "Obstacles to Implementing a Mental Health Outreach Program in  
Divided Refugee Community"  
American Sociological Association  
Denver, CO  
Accepted for presentation at the 2012 annual meetings
- 2011 Health and Mental Health Needs of First Generation Afghan  
Americans  
International Education Week Speaker Series  
UC Davis
- 2010 "Testing Giddens' Pure Relationship and Plastic Sexuality"  
Co-authored with Brian Soller  
American Sociological Association  
Atlanta, GA  
2010 annual meetings
- 2010 Sports and the restructuring of high culture.  
American Sociological Association  
Atlanta, GA  
2010 annual meetings
- 2010 "The Influence of Resettlement Experiences on the Emotional Well-  
Being of Afghan Refugees"  
Pacific Sociological Association  
Oakland, CA  
2010 annual meetings
- 2009 "The Transformation of Intimacy Theory and Its Critics: Re-Testing  
Giddens' Pure Relationship"  
Co-authored with Brian Soller  
American Sociological Association  
San Francisco, CA  
2009 annual meetings
- 2009 "Social and Experiential Influences on the Health and Well-Being of  
First Generation Afghans in Northern California"  
Global Knowledge Conference: Afghan and Iranian Diaspora Cultures  
and Communities in the Bay Area  
Hayward, CA



- 2009 Roundtable on "New Directions in Afghan and Iranian Scholarship"  
Global Knowledge Conference: Afghan and Iranian Diaspora Cultures  
and Communities in the Bay Area  
Hayward, CA
- 2008 "Race, Class, and Gender Intersections: the Relationships between  
Militarism and Televised Masculinist Sport"  
Pacific Sociological Association  
Portland, OR  
2008 annual meetings
- 2007 "Participatory Sports, High Culture, and the Obesity Epidemic"  
North American Society for the Sociology of Sport.  
Pittsburgh, PA  
2007 annual meetings
- 2007 "Sports and the Structure of High Status Culture"  
American Sociological Association  
New York City, NY  
2007 annual meetings
- 2007 "Fitness Sports, High Culture and the Sense of Distinction"  
Pacific Sociological Association  
Oakland, CA  
2007 annual meetings
- 2006 "Sport and Class Cultures: Comparing Lamont's and Bourdieu's  
Theories of Class Status Distinctions in Sports"  
American Sociological Association  
Montreal, Quebec, Canada  
2006 annual meetings
- 2006 "The Gendered Ritual Functions of High School Sports and the  
Conversion of Sporting Capital to Economic Capital"  
Pacific Sociological Association  
2006 annual meetings
- 2005 Intimate "Second Generation Strategies for Developing and Sustaining  
Relationships"  
Co-authored with and presented by Mizgon Zahir  
National Council on Family Relations  
2005 annual meetings
- 2005 "Collaborative Research"  
Roundtable organizer and moderator  
North American Society for the Sociology of Sport.  
Winston-Salem, North Carolina  
2005 annual meetings

- 2005 "Class, Gender, and Age Dynamics of Sport as Cultural Capital"  
American Sociological Association  
Philadelphia, Pennsylvania  
2005 annual meetings
- 2005 "Teacher Induction for Junior Professors?"  
with Craig Wilson  
Conference on Excellence in Teaching and Learning  
Fresno, CA
- 2004 "Televised Sports, Masculinist Moral Capital and Support for the Iraqi War"  
North American Society for the Sociology of Sport  
Tucson, Arizona  
2004 annual meetings
- 2004 "Social Class, Gender, and the Sporting Capital-Economic Capital Nexus"  
North American Society for the Sociology of Sport  
Tucson, Arizona  
2004 annual meetings
- 2004 "Sport and Cultural Boundary Making: A Test of Lamont's and Bourdieu's Theories of Class Status Formation"  
American Sociological Association  
San Francisco, CA  
2004 annual meetings
- 2004 "Televised Sports, Nationalism, Masculinity, and Support for the Bush Doctrine of Preventive Attacks"  
Pacific Sociological Association  
San Francisco, CA  
2004 annual meetings
- 2004 "Cal State Hayward Teacher Scholar Program: Creating Community among Faculty"  
Panelist  
Conference on Excellence in Teaching and Learning  
Fresno, CA
- 2003 "A Gender and Sexual Revolution for Second Generation Immigrants?"  
California Sociological Association.  
Berkeley, CA.
- 2003 "A Sexual Revolution for the Second Generation Immigrants in the SF Bay Area?"  
California Council on Family Relations.  
Bakersfield, California

- 2002 "Class Boundary Work and Gender Tensions: the Contradictory Positions of the American Working Class in the Field of Sports" North American Society for the Sociology of Sport. Indianapolis, Indiana. 2002 annual meetings
- 1998 "U. S. Attitudes Towards the 1996 Olympics: Class and Gender Tensions and Solidarities in Sport's Sacred Spectacle." 19th Annual Meeting North American Society for the Sociology of Sport. Las Vegas, Nevada. 1998 annual meetings
- 1995 "Sport and Self-Development: What Can Sport Sociology Learn From Giddens' Sociology of Sex, Intimacy, and Identity?" 66th Annual Meeting Pacific Sociological Association San Francisco, CA

### **PUBLICATIONS**

- 2010 "Televised Sports, Nationalism, Masculinity, and Support for the Bush Doctrine of Preventive Attacks" in *Sport, Power and Society: Institutions and Practices* edited by Robert Washington and David Karen. Westview Press.
- 2009 *Afghan Community Health Survey, 2007-2008: Summary of Results* Report to The California Endowment and Alameda County Department of Behavioral Health Care Services
- 2007 "Media Use and Belief in 911 Conspiracy Theories" Co-authored with Thomas Hargrove and Guido Stempel *Journalism and Mass Communication Quarterly* 84(2)
- 2006 "Gender, Social Class and the Sporting Capital-Economic Capital Nexus" *Sociology of Sport Journal* 23(3)
- 2006 "Televised Sports, Nationalism, Masculinity, and Support for the Bush Doctrine of Preventive Attacks" *Journal of Sport and Social Issues* 30(1)
- 2006 "Sport and Cultural Boundaries: a Test of Bourdieu's Theory of Class Status Formation in the U.S." *International Review for the Sociology of Sport* 40(4)
- 2005 Review essay of Lareau, Annette. *Unequal Childhoods: Class, Race, and Family Life*. *International Review for the Sociology of Sport* 40(2).

- 2004 "Sociology of the Family"  
*Teaching about Families*  
American Sociological Association
- 2003 "Executive Summary of the Albany After-School Childcare Survey."  
Co-authored with Dianne Rush Woods  
Albany, CA School District
- 2000 "Report on the 1997-98 and 1998-99 Faculty Merit Increase Program  
at California State University at Hayward"  
California Faculty Association
- 1999 *Sex, Gender, & Intimacy.*  
Co-edited with Diane Beeson  
Dubuque: Kendall/Hunt.

### **WORKS SUBMITTED**

- 2012 Media Use and Issue Knowledge in the 2008 Presidential Campaign:  
A Field Analysis  
Under review: *Mass Communication and Society*
- 2012 "Sports and High Culture"  
Revised and Resubmitted to *Poetics: Journal of Empirical Research*  
on *Culture, the Media and the Arts.*

### **WORKS IN PROGRESS**

- Article "Testing Giddens' Pure Relationship and Plastic Sexuality"  
Coauthored with Brian Soller
- Article Afghan Refugees' Stressful Life Experiences and Trauma: Predictors  
of Psychological Functioning.  
Co-authored with Nilofar Sami
- Article Gendered Influences of Acculturation, Social Isolation, and  
Intergenerational Conflict on the Emotional Well-Being of Afghan  
Refugees  
Co-authored with Nilofar Sami
- Book *Sports and the Emergence of the Modern Mode of Domination:  
Synthesizing Bourdieu and Elias.*

### **SELECTED RESEARCH AND PROFESSIONAL ACTIVITY**

- 2009-Present CSUEB representative to the Social Science Research and  
Instructional Council
- 2009-Present Principal Investigator. Survey of Second Generation Afghans

- 2009-10 Program Committee. 2010 Annual meetings of the Pacific Sociological Association
- 2009-10 Organized five sessions. 2010 Annual meetings of the Pacific Sociological Association.
- 2009-10 Organized a symposium on the book *Punishing the Poor* published in *Critical Sociology*.
- 2009 Organizing committee. Global Knowledge Conference: Afghan-Iranian Diaspora Cultures and Conference held at CSU East Bay in Fall 2009.
- 2008 Member. Ad hoc committee of the North American Society for the Sociology of Sport that submitted a proposal to add questions to the National Opinion Research Center's Gender Social Survey.
- 2007- 08 Principal Investigator. Afghan Community Health Survey.
- 2005-Present Journal article reviewer for: *Sociology of Sport Journal*, *International Review for the Sociology of Sport*, *American Sociological Review*, *Sociological Perspectives*, *Social Science Quarterly*, *Sociological Inquiry*, *Journal of Mass Communication Quarterly*.
- 2005 Outside grant reviewer, Social Sciences and Humanities Research Council of Canada
- 2005 Consultant/Narrator  
Educational Film on Police Responses to Soccer Hooliganism  
Karl Schonborn, Director/Producer
- 2005-Present Program Evaluator  
Afghan Health Partnership Program  
Afghan Coalition  
Fremont, CA
- 2005-2006 Chair  
Assessment Subcommittee  
CSUEB Alcohol Advisory Council
- 2003-Present Consultant/Researcher  
CSUH Alcohol Advisory Council and  
CSUH Student Health Services
- Summer 2003 Consultant  
Scripps Howard-Ohio University Research Center
- 2001-2004 Consultant/Researcher  
Albany Child Care Committee study of child care needs in Albany, CA.

2001-2003	Researcher/Consultant Afghan Refugee Project John Dale and Ahmad Zamani
Winter 1999	With Introduction to Sociology cluster class conducted a survey of the entire CSUH freshman class on attitudes toward the cluster program and its impacts on student networks. Results and recommendations were submitted to the CIC and the GE subcommittee of CIC at CSUH.
1994-1998	Consultant and Researcher Scripps Howard-Ohio University Research Center
1985-86	Site Coordinator of Wave Three Data Collection of the Supplemental Security Income Study on Intensive Case Management for Drug Addicts and Alcoholics for Oakland, CA SRA Technologies 4700 King St., suite 300 Alexandria, VA 22302

#### **RECENT UNIVERSITY INVOLVEMENT**

2012	Member CLASS PTR Committee
2012	Member Faculty Affairs Committee
2011-Present	Executive Board Center for Sport and Social Justice
2010-Present	Graduate Coordinator Sociology MA Program
2010-12	Member Committee on Research
2010-Present	Senator Academic Senate
2010-12	Member Lecturer subcommittee of FAC
2009-Present	Campus representative Social Science Research and Instructional Council.
2009	Member Organizing Committee of the "Global Knowledge Conference: Afghan and Iranian Diaspora Cultures and Communities in the Bay Area"

2008-09	Member Organizing Committee of CSUEB Queerfest
2007-09	Member Dept. of Sociology Curriculum Development Committee
2005-06	Chair Assesment Subcommittee of the CSUH Alcohol Advisory Council
2005-06	Member General Education Subcommittee of CIC
2003-2004	Member Assesment Subcommittee of the CSUH Alcohol Advisory Council
2003-06	Faculty Representative CSUH Alcohol Advisory Council
2003	Member Committee on Research
2001-Present	Chair or member Dept. of Sociology and Social Services Assessment Committee
2001-Present	Member Dept. of Sociology and Social Services Graduate Program Committee
2001-Present	Chair or member Committee to award the Lawton Scholarship for outstanding CSUH undergraduate sociologist.
2001-04	Senator Academic Senate
2001-2004	Manager Sociology and Social Services Blackboard Site
2001	Member CSU Hayward Calendar Task Force (Researching and holding forums on proposed conversion to semester system.)
2001-2005	At-Large Representative CSUH Academic Senate
2001-2003	Editor and Composer Sociology and Social Services Newsletter
2000-2002	CFA/CSUH Representative Work and Family Coalition of Alameda County

Coalition of daycare providers and unions working for affordable daycare and better salaries and benefits for providers.

1999-2000 Hayward Chapter President  
California Faculty Association

1998-2002 Member  
Faculty Rights Committee  
California Faculty Association

1996-2001 Lecturer Representative  
California Faculty Association

**SELECTED RECENT COMMUNITY INVOLVEMENT**

2005-Present Researcher/Consultant  
Afghan Coalition

2001-Present Researcher/Consultant  
Afghan Care

2006 Featured Panelist  
Diversity Forum  
Northern California Division  
United States Tennis Association

2005 Featured Panelist  
Diversity in the New Millennium Forum  
Northern California Division  
United States Tennis Association

2001-2004 Consultant/Researcher  
Albany Child Care Committee study of child care needs in Albany, CA.

2000-2002 CFA/CSUH Representative  
Work and Family Coalition of Alameda County

1999-2010 Coach  
Jack London Youth Soccer League

1996-98 Multicultural Committee  
Crocker Highlands Elementary School  
525 Midcrest Rd.  
Oakland, CA 94610

1994-1997 Coach  
Berkeley Bears Baseball Teams

1994-1998 Coordinator and Tutor in  
Reading Enrichment Program



Crocker Highland Elementary School  
525 Midcrest Rd.  
Oakland, CA 94610

1991-94

Algebra Project Tutor  
King Estates Junior High School  
8251 Fontaine St.  
Oakland, CA 94605

## HOLLY DANFORTH VUGIA, PhD, LCSW, PPSC

CSU, East Bay  
2121

(510) 885-

Department of Sociology & Social Services  
[holly.vugia@csueastbay.edu](mailto:holly.vugia@csueastbay.edu)

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**EXPERIENCE SUMMARY:** Currently a tenure track professor at CSUEB, I teach traditional and online courses in Social Services and Social Work and coordinate the undergraduate internship program. I hold a California clinical social work license (LCSW) and a school social work credential (PPSC), in addition to my PhD in social welfare from UC Berkeley. I have extensive crisis and trauma experience, receiving clinical training at UCLA Neuropsychiatric Hospital and LA County/USC Inpatient Adult Psychiatry. I focus on at-risk groups, trauma, and secondary traumatization and am researching experiences of Muslim women in social service education.

### EDUCATION

---

- Ph.D. University of California at Berkeley; Social Welfare, 1991  
Dissertation: High school students at-risk: Examining dimensions of social support.  
Dissertation Committee: Harry Specht (Chair), Lonnie Snowden, John Uzo Ogbu, William Smelser, Mac Runyan.
- Post-MSW San Jose State University  
P.P.S. School Social Work, 2001  
Program
- M.S.W University of California at Los Angeles; Mental Health, 1985  
Thesis: Mothers' accommodations to the threat of nuclear war
- B.A. Millersville State University, Pennsylvania  
Psychology. 1978, Summa cum Laude  
University of Pittsburgh; Psychology, 1975-1976

### CERTIFICATION, LICENSURE, & SPECIFIC ADVANCED TRAINING

---

- L.C.S.W. California Licensed Clinical Social Worker, #LC13003, 1988
- P.P.S.C California Pupil Personnel Services Credential  
Social Work and Child Welfare & Attendance Credential, 2001
- A.C.S.W. Academy of Certified Social Workers, #881-78-7069, January 1990
- C.I.S.M. Critical Incident Stress Management Certified, 2001

Infant Mental Health Training Children's Hospital Oakland  
2002-2003

## ACADEMIC & TEACHING EXPERIENCE

---

Assistant Professor & Social Service Option Coordinator	CSUEB Department of Sociology & Social Services, 9/08-present.
PPSC Program & Accreditation Consultant	SJSU; School of Social Work, 1/10-present
PPSC Co-Coordinator PPSC Coordinator & Lecturer	SJSU; School of Social Work, 9/08-6/09 SJSU; School of Social Work, 8/07-8/08
Lecturer & Consultant	CSUEB; Accreditation & Evaluation Consultation Department of Social Work, 9/07-7/08
Assistant Professor	CSUEB; Department of Social Work, 9/06-8/07
Field Director	CSUEB; Department of Social Work, 9/05-6/06
PPSC Accreditation Leader Field Liaison	SJSU; School of Social Work, 9/05-7/07 CSUEB; Department of Social Work, 9/04-8/05
Graduate Student Instructor	UC Berkeley; School of Social Welfare Professor Eileen Gambrill, Social Work Practice, 1989

## CLINICAL EXPERIENCE

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LCSW Contract Supervisor	Southwest Keys Program for Unaccompanied Undocumented Minors Confidential Location , 6/2007-Present.
LCSW Contract Supervisor	Familias Unidas Counseling and Information Center Richmond, 6/2006-6/2007
Temporary School Social Worker	Mental Health Resources Group, Oakland Unified Schools Temporary Clinician for Fruitvale & Hoover Elementary Schools Substitute SED Classroom Clinician, Sequoia Elementary School, 4/04- 9/04
Training Coordinator; Supervisor & Clinician	Lincoln Child Center, School-Based Services Oakland, Mt. Diablo, & Pittsburg Unified School Districts, 2001-2003 Affiliated assignments: Infant Mental Health Seminar, 2002-03, via Oakland Children's Hospital and Smoking Cessation/Prevention Trainer, 2002-03.

Clinical Social Worker & Family Therapist	UCLA Neuropsychiatric Institute Adolescent Inpatient Units: A-South (psychotherapeutic milieu unit, affective & eating disorders program), A-West (dual diagnosis, behavioral unit), 1986-87
Psychiatric Social Worker	University of Southern California/Los Angeles County Psychiatric Hospital Acute Adult Inpatient, 1985-86
Social Work Intern II	UCLA Neuropsychiatric Institute Child-Outpatient, Child Sexual Abuse Team, & Parent Training Clinic, 1984-85
Social Work Intern I	San Bernardino County Mental Health Rancho Cucamonga Community Mental Health Clinic, 1983-84
Geriatric Social Worker	Whittier Care Center; Los Angeles, 1982-83
Aftercare Case Manager	North Central Mental Health Center; Columbus, Ohio, 1981-82
Crisis Counselor	York County Mental Health Center; Pennsylvania, 1979-80
Intake & Crisis Counselor	Planned Parenthood; Lancaster, Pennsylvania, 1978-79

## **PUBLICATIONS**

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- Phan, P., Vugia, H., Wright, P., Woods, D., Chu, M., & Jones, T. (2009). A social work program's experience in teaching about race in the curriculum. *Journal of Social Work Education, 45*(2), 325-333.
- Vugia, H. (2006). Invited review: Peer Rejection by K.L. Bierman. *School Social Work Journal, 30*(2).
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- Wasserman, H., & Danforth, H.\* (1988). *The human bond: Support groups & mutual aid*. NY: Springer.

Strober, M., Morrell, W., Burroughs, J., Lampert, C., Danforth, H.\*, & Freeman, R. (1988). A family study of bipolar disorder in adolescence. *Journal of Affective Disorders*, 15(3), 255-68.

\*Previous Name: Holly

Danforth

## **GRANT SUPPORTED CURRICULUM DEVELOPMENT**

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*The Relationship between Reunification Services, Service Utilization, and Successful Reunification: An Empirically Based Curriculum* for California Social Work Education Center (CalSWEC), (2008). Curriculum developed by Vugia, H., Osterling, K.L., & D'Andrade, A. Research conducted by Osterling & D'Andrade. Available at [http://calswec.berkeley.edu/CalSWEC/CalSWEC\\_Curric\\_Dev.html#Anchor--20-25247](http://calswec.berkeley.edu/CalSWEC/CalSWEC_Curric_Dev.html#Anchor--20-25247)

*Intercultural Communication: A SJSU BSW & MSW Training Module*, (2007). Curriculum & evaluation tools developed by Vugia, H. Grant PIs Drabble, L. & Bruce, E.

## **RESEARCH EXPERIENCE**

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CSUEB, Experiences of Muslim Women in Social Service Education, In process.

UC Berkeley, PhD Dissertation, High school students at-risk: Examining Dimensions of Social Support, 1991. Koret Foundation Grant.

UC Berkeley, Project Coordinator, Family Welfare Research Group (FWRG), High School Dropout Prevention, 1988-1991.

Center for Families in Transition, Research Assistant for Professor Judith Wallerstein, Typologies of Divorce and Marriage, 1989-1990.

UC Berkeley, Research Associate for Professor Richard Barth, FWRG, High School Child Abuse Prevention, 1987-88.

UC Berkeley, Research Assistant, School of Social Welfare, Interracial Adolescents 1987-88.

UCLA Neuropsychiatric Institute, Staff for Michael Strober, Affective Disorders in Adolescents, 1986-87.

UCLA, Research Assistant for Professor Harry Wasserman, Social Welfare, Social Support and Support Groups, 1984-86.

## **PAPERS & PRESENTATIONS**

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*Exploring the Efficacy of Teaching Social Work Research in a Hybrid/Online Format: Finding Strategies and Solutions for Engaged-Student Learning*. International Society for Exploring Teaching and Learning Conference, 10/13/11, San Diego, CA.

*Navigating Clinical Supervision with Cultural Humility & Competence: Charting a Route Toward Resilience & Health*, California Association of School Social Workers Annual Conference, 10/24/09, San Diego, CA.

*Tending the Hearth: Self-Care for School Social Workers*, California Association of School Social Workers Annual Conference, 10/25/08, Oakland, CA.

*Clinical Supervision. Family Development & Case Management Institute*, 7/14/05, San Francisco.

*Engaging Fathers in Head Start. Family Development & Case Management Institute*, 7/15/2005, San Francisco.

*Support groups in oncology, Building hope through mutual aid. Ninth annual Don & Sybil Harrington Cancer Center Conference, "Supportive Care '90,"* Amarillo, Texas, 1990.

*Professionally led support groups. The Advancement of Social Work with Groups*, L.A., 1986.

*Mnemonic strategies in children. Pennsylvania Psychological Association*, 1979.

## **COMMUNITY SERVICES**

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Free staff trainings. (2009-2011). Southwest Keys Program for Unaccompanied Undocumented Minors.

Reduced fee supervision (all LCSW supervision noted under clinical experience), ongoing.

High School Public Speaking Judge, Golden Gate Speech Association, 2005-2009.

Learning Differences Educator, Orinda Middle School, 2003-2005, 2007-2009.

Drug, Alcohol, & Tobacco Prevention Education Teacher, Elementary School (Orinda & Oakland), 2000-2007 (Both DATE and PEP trained).

Girl Scout Camp Leader & Trainer for Leaders of Preschool Units, Diablo Day Camp, Lafayette, 1 wk/summer, 1999-present.

School Social Work Advisory Panel Member, San Jose State University, 2002-2004.

School Librarian, Park Day Elementary School, Oakland, 1998-2005.

Community Service Program Volunteer, Orinda Middle School, 2003-2005.

Lunchtime Socialization Program Developer & Facilitator, Orinda Middle School, 2003-2004.

Board Member, The Orinda Preschool, Orinda, 1999-2000.

Diablo Valley Cooperative Preschool Council Member, Contra Costa, survey consultant, 1999-2000.

## **HONORS**

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Faculty Development Research Grant, 2006-07, CSUEB.

Outstanding Graduate Student Instructor, UC Berkeley, 1990

University of California Regent's Fellow, 1988-1989, 1989-1990.

Academic Achievement Award, UCLA, 1985.

Student Body Service Award, UCLA, 1985.

Faculty Psychology Award, Millersville University, 1978.

Senatorial and Athletic Scholarship, University of Pittsburgh, 1975-76.

## APPENDIX F.1

### Methods SLO Goals & Objectives Linked to Test Questions

#### **Goal 1: Students should have a basic awareness of the goals of science.**

Objectives:

1. Be able to recognize the difference between “everyday thinking” and scientific thinking.
2. Know the meaning of “value free science.”

SLO instrument questions that measure Goal 1, Objectives 1 & 2 are:

Questions 11, 12 & 13

#### **Goal 2: Students should be able to recognize different types of research designs, and be aware of the difference between qualitative and quantitative research studies.**

Objectives:

1. Be able to identify the type of study through a description of a study.
2. Be able to name/identify different methods of data collection for quantitative and qualitative studies.

SLO instrument questions that measure Goal 2, Objectives 1 & 2 are:

Questions 2, 7, 9 & 14

#### **Goal 3: Students should have a basic understanding of sampling**

Objectives:

1. Be able to identify probability samples and non-probability samples.
2. Be able to identify when findings are generalizable.

SLO instrument questions that measure Goal 3, Objectives 1 & 2 are:

Questions 1, 3, 6, 10

#### **Goal 4: Students should be familiar with hypotheses and have a basic understanding of the goals of measurement.**

Objectives:

1. Know the difference between reliability and validity
2. Know how level of measurement influences data analysis
3. Know the definition of a hypothesis.
4. Be able to identify the independent and dependent variable in a hypothesis.

SLO instrument questions that measure Goal 4, Objectives 1 through 4 are:

Questions 4, 5, 15, 16 & 18

#### **Goal 5: Students should be familiar with basic data analysis.**

Objectives:



1. Be familiar with qualitative data analysis
2. Be able to interpret a basic cross tab using SPSS output.
3. Be able to use SPSS output to determine significance.

SLO instrument questions that measure Goal 5, Objectives 1 & 2 are:  
Questions 17, 19, 20 & 21

**Goal 6: Students should have a basic understanding of research ethics.**

Objective 1. Students should be familiar with the ASA guidelines for protecting human subjects.

SLO instrument questions that measure Goal 6, Objective 1 is questions 22.

## Methods Assessment Instrument

### **SOCIOLOGICAL RESEARCH METHODS STUDENT LEARNING OUTCOMES INSTRUMENT**

**NAME** (PLEASE PRINT): (LAST) \_\_\_\_\_ (FIRST)  
\_\_\_\_\_

**NET ID:** \_\_\_\_\_

**CIRCLE ONLY ONE RESPONSE TO EACH MULTIPLE CHOICE OR TRUE-FALSE QUESTION BELOW.**

1. Snowball, convenience, quota, and purposive are examples of \_\_\_\_\_.  
a. probability sampling.  
b. non-probability sampling
  
2. In order to learn how widespread drug use is among U.S. high school students, you develop a questionnaire with questions on drug use. 1000 randomly selected U.S. high school students answer the questionnaire. This is:  
a. Survey research  
b. Experimental research.  
c. Participant observation  
d. Oral histories  
e. None of the above

3. What is the major strength of the above drug study?

- a. In-depth understanding
- b. Highly controlled setting
- c. Generalizability of results
- d. No researcher bias

4. \_\_\_\_\_ is the term for the quality of the consistency of a measurement?

- a. Reliability
- b. Predictability
- c. Validity
- d. Accuracy

5. A tentative testable statement about the relationship between two or more variables is termed a (n) \_\_\_\_\_.

- a. theory
- b. concept
- c. hypothesis
- d. relationship
- e. axiom

6. Random selection of subjects means that sociologists stand in the Student Center and select the first fifty people who walk through the door.

- a. True
- b. False

7. A cross-sectional research design is a study in which data are collected at only one point in time.

- a. True
- b. False

8. A relationship between two variables is considered as \_\_\_\_\_ when it is actually accounted for by the relationship of the two variables to a third variable.

- a. direct
- b. inverse
- c. spurious

9. To study the boxing world a sociologist joins a boxing club and goes into training. He takes notes on what he sees and what the regimen is like. As time goes on, he interviews boxers and trainers about their goals, etc. This is:

- a. Survey research
- b. Experimental research
- c. Participant observation
- d. Oral histories
- e. None of the above

10. What is going to be the major strength of the above research?

- a. No researcher bias
- b. Broad generalizability
- c. Rich and detailed information
- d. Discover unexpected findings
- e. Both c and d

11. Whether achievable or not, all of the following are fundamental goals or values of science EXCEPT

- a. Control of the occurrence of phenomena we wish to promote or prevent
- b. Prediction of phenomena we wish to promote or prevent
- c. Explanation of the occurrence of phenomena we wish to promote or prevent
- d. Agreement among observers

12. The term “value free science” means preventing our values from influencing each of the following EXCEPT:

- a. Our choice of topics to study
- b. The collection and processing of our data
- c. Decisions about whether and how to use the results of scientific research
- d. The probabilistic interpretation of our data
- e. Both a. and c.

13. Scientific theories

- a. need not be empirically testable
- b. are systematically related sets of law-like generalizations that are empirically testable
- c. are impossible to construct
- d. have been tried and sometimes fail
- e. Both b. and d

14. Karen suspects that children play a role in socializing other children into “appropriate” gender identities. She wants to know if and how children transmit messages about “appropriate” gender behaviors when they engage in unstructured play. Which of the following is the most appropriate research method for this research problem?

- a. Conducting in-depth face-to-face interviews with teachers.
- b. Conducting in-depth face-to-face interviews with children
- c. Sending mail questionnaires to parents.
- d. Observing children at play.

Read the following research hypothesis (Hr) and answer questions 15 and 16.

Hr: Women who have a college education are more likely to have their first child at a later age compared to women who have less than a college education.

15. The independent variable in this hypothesis is:

- a. women
- b. children

- c. educational level
- d. age when first child is born

16. The dependent variable in this hypothesis is:

- a. women
- b. children
- c. educational level
- d. age when first child is born

17. Qualitative data analysis is best defined as \_\_\_\_\_.

- a. The nonnumeric interpretation of observations, for the purpose of discovering underlying meanings and patterns.
- b. The numerical representation and manipulation of observations for the purpose of describing and explaining observations
- c. The quality of numerical representations of underlying meanings and patterns.
- d. None of the above.

18. The level that a variable is measured at determines:

- a. how the textual data should be coded.
- b. the appropriate statistical test to use to analyze the data.
- c. the best way to interpret the statistical patterns in respondents' narratives.
- d. the risk of making a Type II error.
- e. None of the above.

Review the following table generated by SPSS and the SPSS statistical results on the next page and use these to respond to questions 19 – 21.

**FAVOR OR OPPOSE DEATH PENALTY FOR MURDER \* RACE OF RESPONDENT Crosstabulation**

			RACE OF RESPONDENT		Total
			WHITE	BLACK	WHITE
FAVOR OR OPPOSE DEATH PENALTY FOR MURDER	FAVOR	Count	1522	164	1686
		% within RACE OF RESPONDENT	74.2%	42.8%	69.3%
	OPPOSE	Count	528	219	747
		% within RACE OF RESPONDENT	25.8%	57.2%	30.7%
Total		Count	2050	383	2433
		% within RACE OF RESPONDENT	100.0%	100.0%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	149.776(b)	1	.000		

19. Who is more likely to favor the death penalty? (Circle One)

- a. Whites
- b. Blacks

20. Is the relationship between race and attitudes toward the death penalty significant at alpha .05?

- a. Yes
- b. No

21. With alpha = .05, how often would a researcher make an error in rejecting the null hypothesis that there is no relationship between race and attitudes toward the death penalty?

- a. fewer than 1 time in 1000
- b. 5 times in 100
- c. 10% of the time
- d. None of the above

22. Which of the following represent ethical guidelines for conducting research that were adopted by the American Sociological Association?

- a. Researchers must obtain informed consent from participants.
- b. Researchers must avoid deceiving participants.
- c. Researchers must avoid inflicting psychological, emotional or physical harm.
- d. Researchers must give participants the right to refuse to terminate participation at any point in a study.
- e. A, B & C
- f. A, B, C & D

Biographic questions:

23. Have you attended a university or college other than CSU East Bay in the past?

- a. Yes
- b. No

24. If you answered yes to the above question, what university or college did you attend before coming to CSU East Bay (PLEASE PRINT)?

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25. What class level are you at CSU East Bay?

- a. Freshman
- b. Sophomore
- c. Junior

d. Senior

26. Have you chosen a major?

- a. Yes
- b. No

27. Are you sociology major?

- a. Yes
- b. No

28. Did you take any research methods classes in high school?

- a. Yes
- b. No

29. Write the number of research methods classes have you taken at CSU East Bay below.

# \_\_\_\_\_

30. Write the number of research methods classes have you taken at other colleges or universities below.

# \_\_\_\_\_

31. What is your gender?

- a. Female
- b. Male

32. What is your race/ethnicity?

- a. African American
- b. Asian American
- c. Latino/Hispanic American
- d. Native American
- e. White/Caucasian American
- f. Other (Please specify) \_\_\_\_\_

33. Do you currently work in paid employment?

- a. Yes
- b. No

**If you answered yes to question 33 please answer question 34. If you answered no to 33 please skip to question 35.**

34. Please indicate the number of hours you work in a typical week. \_\_\_\_\_

35. What is your relationship status?

- a. single, never married
- b. cohabitating
- c. married

- d. divorced or separated
- e. Other (explain) \_\_\_\_\_

36. Do you have children living with you and currently under your care?

- a. Yes
- b. No

**If you answered yes to 36 please answer questions 37 & 38. If you answered no to 36 please skip to question 39.**

37. Please list the ages of your child (ren) currently living with you and in your care, starting with the youngest.

Child #1 \_\_\_\_\_

Child #2 \_\_\_\_\_

Child #3 \_\_\_\_\_

Child #4 \_\_\_\_\_

Child #5 \_\_\_\_\_

If you have more than 5 children currently in your care please list their ages here \_\_\_\_\_

38. How many children do you fully or partly support financially, whether living with you or not? \_\_\_\_\_

39. Are you responsible for the care of family members other than your child (ren)? (e.g., parent, siblings)?

- a. Yes
- b. No

40. At which CSU location are you taking this course?

- a. Hayward campus
- b. Concord campus
- c. Other location (please print) \_\_\_\_\_

41. How many miles do you travel to reach class? (please print) \_\_\_\_\_

## Theory Assessment Instrument

Instructions: Please circle the best answer for each of the following questions/statements.

### Goal 1: Objective 1 (Definition of theory)

Theory is best defined as:

- a. an empirical fact that captures empirical reality
- b. an abstract idea about an empirical reality
- c. a logically related set of propositions about empirical reality
- d. none of the above

The following statement is an example of \_\_\_\_\_.

Statement: Children who are read to as babies are more likely to develop reading skills at an earlier age compared to children who are not read to as babies.

- a. empirical reality
- b. a theory
- c. a hypothesis
- d. A & C

### Goal 2: Objective 1 (recognize theorists)

A scholar who draws on the work of \_\_\_\_\_ might posit that groups in society are positioned differently in relation to social goods (income, wealth, power), which, in turn, creates competing interests among these groups.

- a. Marx
- b. Weber
- c. Durkheim
- d. Freud

\_\_\_\_\_ viewed society as something like a biological organism whose parts (i.e., social institutions) are integrated in ways that maintain the viability of the system as a whole.

- a. Marx
- b. Weber
- c. Durkheim
- d. Freud

Scholars who come from a \_\_\_\_\_ perspective might argue that social change comes about when social groups revolt against the existing order.

- a. Marxist
- b. Weberian
- c. symbolic interactionist
- d. psychoanalytic



**Goal 3: Objective 1 (recognize and identifying theoretical concepts)**

For Durkheim, this is when social bonds are based on similarity of experience, culture, and mindset:

- a. interdependence
- b. organic solidarity
- c. functional differentiation
- d. mechanical solidarity

Which was a trend that Marx **did not** expect would happen as capitalism developed?

- a. increasing meritocracy
- b. increasing class polarization
- c. intensifying anti-capitalist struggles
- d. intensifying economic crises of overproduction

During industrialization and the expansion of the market economy, home and family were divided from the workplace, and increasingly children were required to be educated in schools. This is an example of:

- a. mechanical solidarity
- b. functional differentiation
- c. substantive rationality
- d. bureaucracy

The view that the economy is the central institution in society and the state and all other institutions (e.g., education, law, religion) reflect or support the economic system is:

- a. class conflict as the engine of social change
- b. a crisis of overproduction
- c. dominant ideology
- d. base-superstructure model

Weber extends Marx by theorizing that \_\_\_\_\_ and \_\_\_\_\_ can complicate people's understanding and experience of their class location.

- a. income; wealth
- b. status; party
- c. gender; race
- d. status; wealth

Durkheim argued that in industrial societies with a complex division of labor, social bonds are created through increasing \_\_\_\_\_ others.

- a. independence from
- b. interdependence with
- c. similarity to
- d. dependence upon

Which of the following **is not** a characteristic of the **ideal type** of a modern rational bureaucracy developed by Weber?

- a. The recruitment and promotion of individuals is based on technical expertise and skill.
- b. There is a clearly defined division of “specialized” labor that requires training for assigned tasks.
- c. Organization goals are achieved through the implementation and enforcement of rules.
- d. Individuals are appointed to positions based on their connection to people in positions of power.

Which is not part of a Marxist view of the ‘state’?

- a. The state is an arm of the ruling classes setting policies that ensure capitalists are able to pursue their financial interests.
- b. The state is like the brain of the social system. It coordinates and regulates the actions of various social institutions to ensure the smooth functioning of society.
- c. Corporations use their wealth to influence the political discourse in the mass media.
- d. Corporations use large campaign contributions to shape the policy positions of politicians and political parties as a way to secure a favorable “business climate.”

Which form of legitimate domination (authority) does Weber believe is common to modern industrial societies?

- a. traditional
- b. charismatic
- c. ideological
- d. rational legal

From a Marxist perspective determining \_\_\_\_\_ involves finding out who determines how work process is organized and who owns land, buildings, machinery, labor power, and the products produced.

- a. relations of production
- b. ideological state apparatus
- c. forces of production
- d. base-superstructure model

True or False

- T F Drawing on a Weberian perspective, one could argue that a person who is extremely wealthy could have a low status ranking.
- T F The collective conscience in a society that is characterized by organic solidarity tends to be thinner and consist of more general abstract values such as individualism and individual rights.
- T F Social rituals build solidarity by collectively focusing attention and energy on sacred symbols or symbolic objects.
- T F Durkheim believed that God referred to something real that people experience when they congregate in places of worship, but something is their society or social group.
- T F According to Weber social closure occurs when a status group creates an exclusive style of life.
- T F According to Durkheim, an anomic division of labor in society occurs when the division of labor deviates from a true meritocracy.

### **Background Info**

Which of the following best describes your year in college?

- a. Freshman
- b. Sophomore
- c. Junior
- d. Senior

Do you work in paid employment?                      Yes                      No

If yes, how many hours do you work in a typical week? \_\_\_\_\_

What is your relationship status?

- a. never married
- b. currently married or living with partner
- c. divorced or separated

How many children under the age of 18 live with you?

Full time \_\_\_\_\_ Part of the time \_\_\_\_\_

If you have children that live with you full or part time, how many are in each age category listed below?

0 -5 yrs. old \_\_\_\_\_; 6-10 \_\_\_\_\_; 11-13 \_\_\_\_\_; 14 -17 \_\_\_\_\_; 18 or older \_\_\_\_\_

Which of the following best describes the race/ethnic background you identify with?

- a. Black
- b. Asian
- c. Pacific Islander
- d. Latina/o
- e. White
- f. Other (describe) \_\_\_\_\_

## **Appendix F.2: Assessment Reports**

# Methods Assessment Report I

## **Sociology & Social Services Student Learning Outcomes, Spring 2011**

### **BECAUSE THIS REPORT INCLUDES EXAMINATION QUESTIONS, THE REPORT IS CONFIDENTIAL AND FOR ADMINISTRATIVE USE ONLY.**

During spring quarter 2011, the Sociology and Social Services Dept. participated in the CLASS Student Learning Outcomes (SLO) initiative to develop information about the extent to which participation in our courses increases student learning. The initial focus was on student learning outcomes for the research methods course sequence (Soc. 4111 and 4112), a graduation requirement for all students. For these research methods courses, the following six goals were identified:

1. Students should have a basic awareness of the goals of science.
2. Students should be able to recognize different types of research designs, and be aware of the differences between qualitative and quantitative research studies.
3. Students should have a basic understanding of sampling.
4. Students should be familiar with hypotheses and have a basic understanding of the goals of measurement.
5. Students should be familiar with basic data analysis.
6. Students should have a basic understanding of research ethics.

## **Method**

To assess SLO's the department developed several measures. Goal achievement/non-achievement was operationalized by answers to one or more questions for each goal on a 22-question examination developed for the purpose. The examination was then administered to two groups of students: Group 1 (research students) were 13 students who completed the department's research methods course sequence (Soc. 4111 and 4112) in the spring of 2011; Group 2 comparison students were 38 students enrolled in Introduction to Sociology (Soc. 1000) in spring 2011, who reported having had no college-level courses in research methods. Examination data were analyzed using SPSS to produce the following:

- 1) For the five (of six) goals operationalized by multiple questions, the total number of correct answers for each student for each goal was calculated and the mean number of student correct answers for each goal was computed for Groups 1 (research students) and 2 (comparison students). Group means were compared using a t-test. For the single goal operationalized with one question and for each of the 22 individual examination questions, response accuracy (correct/incorrect) was crosstabulated by group membership (Group 1/Group 2) and assessed with Fisher's Exact Test.
- 2) Runs tests: In comparing group achievement or response accuracy across a set of goals or questions, if there are no systematic differences between the groups we might expect that on a given goal or question one group will perform a little better than the other and on the next goal or question their performances will reverse, with the group that did worse on the preceding goal or question now

doing a little better on the second. In the absence of systematic differences between the groups, testing differences on six goals we would expect each group to do a little better than the other group on three goals and a little worse on three goals. Similarly, with 22 examination questions, in the absence of systematic differences between the groups we would expect each group to do a little better than the other on 11 questions and a little worse on 11 questions. A runs test using the binomial distribution was used to test for systematically better or worse performance by either group. This would be indicated by departure from the expectation that each group would perform a little better than the other on half the goals or questions and a little worse on the other half.

Results for each goal and examination question, along with runs tests findings, appear below and on the following pages.

## Results

1. On the mean percent of correct responses to all 22 examination questions, research methods students did significantly better than students with no college level research methods courses (mean of 59.1% correct responses for research students to 51.4% correct responses for comparison students [ $p < .05$ ]).
2. For one goal (Students should be familiar with hypotheses and have a basic understanding of the goals of measurement.), the mean percent of correct responses was higher for research methods students (52.3%,  $p < .05$ ) than for students with no college level research methods courses (31.1%).
3. On five of the six goals, research students had higher mean percentages of correct responses than comparison students. Due to the small number of cases in the runs test (6) and resulting low statistical power, the run (superior research student performance on 5 of the six goals) did not reach statistical significance.
4. For another goal (Students should be familiar with basic data analysis.) comparison students out-performed research methods students 60.5% to 50%, but with the small number of research students (13) and resulting low statistical power, the difference was not statistically significant.
5. On examination questions 1, 15, and 16, research students were statistically significantly more accurate in their responses than comparison students ( $p < .05$ ).
6. On question 21, comparison students were statistically significantly more accurate in their responses than research students ( $p < .05$ ).
7. Across all 22 examination questions, research students had superior accuracy on 15 questions. This is a statistically significant positive departure ( $p < .001$ ) from the expectation that each group would exhibit superior performance on half of the questions (11) and inferior performance on half the questions (11), indicating that, over all, the research students did better on the examination than the comparison students. This is consistent with the above finding that, on average, research students answered more questions correctly than did comparison students (see #1. Above).

## Discussion

On the whole, research students did systematically better than comparison students. Though often superior to comparison students on goal achievement and examination question accuracy, percentages of students achieving goals and correctly answering questions were not as high as we would like. The department will pursue improvements in research student performance through a variety of means as results, to date, are digested.

The small number of research and comparison students makes it difficult to make sweeping conclusions. In the current summer and future quarters the Sociology and Social Services Department will add students to the baseline comparison and research student groups to solidify the picture of SLO achievement offered by this limited test. Results for each goal and examination question appear below.

**BECAUSE THIS REPORT INCLUDES THE EXAMINATION QUESTIONS, THE REPORT IS CONFIDENTIAL AND FOR ADMINISTRATIVE USE ONLY.**

<b><u>Results for All Examination Questions and for Student Learning Outcome (SLO) Goals Assessed by One or More Examination Questions</u></b>		
	<b>Students Completing Soc. 4111, 4112, Required Sociological Research Methods Courses (N = 13) <u>Mean % Correct Responses</u></b>	<b>Intro. To Sociology (Soc. 1000) Students W/No College Research Methods Coursework (N = 38) <u>Mean % Correct Responses</u></b>
<b><u>Results:</u> All 22 research SLO examination questions</b>	59.1%*	51.4%*
<b><u>Results Goal 1:</u> Students should have a basic awareness of the goals of science. (Exam questions 11, 12, 13)</b>	64.1%	55.3%
<b><u>Results Goal 2:</u> Students should be able to recognize different types of research designs, and be aware of the differences between qualitative and quantitative research studies. (Exam questions 2, 7, 9, 14)</b>	73.1%	68.4%
<b><u>Results Goal 3:</u> Students should have a basic understanding of sampling. (Exam questions 1, 3, 6, 10)</b>	65.4%	57.9%
<b><u>Results Goal 4:</u> Students should be familiar with hypotheses and have a basic understanding of the goals of measurement. (Exam questions 4, 5, 15, 16, 18)</b>	52.3%*	31.1%*
<b><u>Results Goal 5:</u> Students should be familiar with basic data analysis.</b>	50.0%	60.5%

<b>(Exam questions 17, 19, 20, 21)</b>		
<b>Results Goal 6: Students should have a basic understanding of research ethics. (Exam question 22)</b>	61.5%	47.4%

\*Statistically significant difference between Soc. 4112 group and Soc. 1000 group in mean % of correct responses ( $p < .05$ ).

<b>Results for All Examination Questions</b>		
	<b>% CORRECT RESPONSES</b>	
	<b>Soc. 4112 Students (N = 13)</b>	<b>Soc. 1000 Students (N = 38)</b>
33. Snowball, convenience, quota, and purposive are examples of _____. c. probability sampling b. non-probability sampling	69.2%*	36.8%*
34. In order to learn how drug use is among U.S. high school students, you develop a questionnaire with questions on drug use. 1000 randomly selected U.S. high school students answer the questionnaire. This is: f. Survey research b. Experimental research c. participant observation d. Oral histories e. None of the above	84.6%	94.7%
35. What is the major strength of the above drug study? e. In-depth understanding b. Highly controlled setting c. Generalizability of results d. No researcher bias	53.8%	57.9%
36. _____ is the term for the quality of the consistency of a measurement? a. Reliability b. Predictability c. Validity d. Accuracy	30.8%	15.8%
37. A tentative testable statement about the relationship between two or more variables is termed a(n) _____. f. theory b. concept c. hypothesis d. relationship e. axiom	69.2%	52.6%
38. Random selection of subjects means that sociologists stand in the Student Center and select the first fifty people who walk through the door. c. True b. False	53.8%	57.9%
39. A cross-sectional research design is a study in which data are collected at only one point in time. c. True b. False	38.5%	26.3%
40. A relationship between two variables is considered as _____ when it is actually accounted for by the relationship of the two variables to a third variable. d. direct b. inverse c. spurious	30.8%	15.8%



\*Statistically significant difference between Soc. 4112 and Soc. 1000 groups of students in % of correct responses ( $p < .05$ ).

<b>Results for All Examination Questions</b>		
	<b>% CORRECT RESPONSES</b>	
	<b>Soc. 4112 Students (N = 13)</b>	<b>Soc. 1000 Students (N = 38)</b>
41. To study the boxing world a sociologist joins a boxing club and goes into training. He takes notes on what he sees and what the regimen is like. As time goes on he interviews boxers and trainers about their goals, etc. This is:  f. Survey research b. Experimental research c. Participant observation d. Oral histories e. None of the above	69.2%	65.8%
42. What is going to be the major strength of the above research?  f. No researcher bias b. Broad generalizability c. Rich and detailed information d. Discover unexpected findings e. Both c and d	84.6%	78.9%
43. Whether achievable or not, all of the following are fundamental goals or values of science EXCEPT  e. Control of the occurrence of phenomena we wish to promote or prevent f. Prediction of phenomena we wish to promote or prevent g. Explanation of the occurrence of phenomena we wish to promote or prevent h. Agreement among observers	84.6%	60.5%
44. The term "value free science" means preventing our values from influencing each of the following EXCEPT:  f. Our choice of topics to study b. The collection and processing of our data c. Decisions about whether and how to use the results of scientific research d. The probabilistic interpretation of our data e. Both a. and c.	30.8%	42.1%
45. Scientific theories  f. need not be empirically testable g. are systematically related sets of law-like generalizations that are empirically testable h. are impossible to construct d. have been tried and sometimes fail e. Both b. and d	76.9%	63.2%
46. Karen suspects that children play a role in socializing other children into "appropriate" gender identities. She wants to know if and how children transmit messages about "appropriate" gender behaviors when they engage in unstructured play. Which of the following is the most appropriate research method for this research problem?  e. Conducting in-depth face-to-face interviews with teachers. f. Conducting in-depth face-to-face interviews with children g. Sending mail questionnaires to parents' d. Observing children at play.	100.0%	86.8%

<b>Results for All Examination Questions</b>		
	<b>% CORRECT RESPONSES</b>	
	<b>Soc. 4112 Students (N = 13)</b>	<b>Soc. 1000 Students (N = 38)</b>
<p><u>Read the following research hypothesis (Hr) and answer questions 15 and 16.</u>                      Hr: Women who have a college education are more likely to have their first child at a later age compared to women who have less than a college education.</p>	-----	-----
<p>47. The independent variable in this hypothesis is:                      e. Women b. children c. educational level d. age when first child is born</p>	61.5%*	21.1%*
<p>48. The dependent variable in this hypothesis is:                      e. Women b. children c. educational level d. age when first child is born</p>	46.2%**	18.4%**
<p>49. Qualitative data analysis is best defined as _____.                      e. The nonnumeric interpretation of observations, for the purpose of discovering underlying meanings and patterns.                      f. The numerical representation and manipulation of observations for the purpose of describing and explaining observations                      g. The quality of numerical representations of underlying meanings and patterns.                      h. None of the above.</p>	38.5%	34.2%
<p>50. The level that a variable is measured at determines:                      f. how the textual data should be coded b. the appropriate statistical test to use to analyze the data                      c. the best way to interpret the statistical patterns in respondents' narratives                      h. the risk of making a Type II error e. None of the above.</p>	53.8%	47.4%

\*Statistically significant difference between Soc. 4112 and Soc. 1000 groups of students in % of correct responses ( $p < .05$ ).

\*\*Marginally statistically significant difference between Soc. 4112 and Soc. 1000 groups of students in % of correct responses ( $p < .10$ ).

## **METHODS ASSESSMENT REPORT II (Larger Sample Size)**

Sociology & Social Services Student Learning Outcomes, Summer 2011  
Update of the spring 2011 Methods Assessment

In spring of 2011 the Department of Sociology & Social Services conducted an assessment of six goals of research methods:

7. Students should have a basic awareness of the goals of science.
8. Students should be able to recognize different types of research designs, and be aware of the differences between qualitative and quantitative research studies.
9. Students should have a basic understanding of sampling.
10. Students should be familiar with hypotheses and have a basic understanding of the goals of measurement.
11. Students should be familiar with basic data analysis.
12. Students should have a basic understanding of research ethics.

The assessment instrument used in spring 2011 was also used for the summer 2011 analysis. The instrument consists of a set of 22 close-ended questions designed to measure each of the 6 goals. The instrument was administered to two sets of students: Group 0 consists of students enrolled in Sociology 1000. The inclusion of Sociology 1000 students provided us with a baseline for comparison since students in this class had not been exposed to courses in research methods. Group 1 consists of students who had completed Sociology 4111 (Research Methods I) and were currently enrolled, and in attendance during the last week of classes, in Sociology 4112 (Research Methods II).

Findings for the spring 2011 assessment showed that for all 22 questions students who completed research methods did significantly better than students enrolled in the introductory Sociology course. Although the difference was significant at  $p.05$ , the difference was small (59.1% correct for those who had completed methods compared to 51.4% for those who had not taken a methods course). Students enrolled in Sociology 4112 in spring 2011 did better on Goals 2, 3, 4 & 6. Despite scoring higher on these goals than introductory Sociology students, the average score for each goal was still fairly low. For instance, the average percent of questions scored correctly on Goal 3 was 65% for Sociology 4112 students, which compares to 58% for Sociology 1000 students. The average percent correct on Goal 4 was even lower at 52% for Sociology 4112 students. However, findings of the spring 2011 report must be read with caution. The small size of 13 students enrolled in Sociology 4112 was a key problem in the spring 2011 analysis. We repeated the assessment in summer 2011 as a way to enhance the sample size. For the summer 2011 update we combined the responses of the 38 Sociology 1000 and the 13 Sociology 4112 students enrolled in spring 2011 with 16 new cases of Sociology 4112 students enrolled in a section of 4112 in summer 2011. (Only sixteen students were present on the day that the assessment was administered during the summer quarter.) The final sample size for this analysis is 38 Sociology 1000 students and 29 Sociology 4112 students.

Statistical Method:

SPSS was used to conduct statistical analyses. Responses to all questions for each goal were summarized and the mean percent correct is reported for each group (0= Comparison group of Sociology 1000 students; group 1 = all students that completed Research Methods I & II). Due

to the small sample size, a Fischer's Exact Test was used to compare mean differences between the groups in the 2011 analysis. Given the larger sample size in the 2012 analysis, a t-Test was used to compare means between each group for the 6 goals.

Findings: (See Tables 1 & 2 for all findings reported below)

Overall:

As with the spring 2011 report, students who completed research methods did significantly better on all questions combined ( $t=4.88$ ,  $p=.00$ ). When the goals are broken out into separate items, results show that while students who completed research methods have higher average scores on each goal, the differences are only significantly better on 3 of the 6 goals (Goal 3, 4 & 6).

Goals 1, 2 & 5:

Students who completed research methods (67% correct) scored higher on questions that measured Goal 1 compared to Sociology 1000 students (51% correct). However, this difference was not significant ( $t=1.39$ ;  $p=.169$ ). This pattern is repeated for Goal 2. However, this pattern reverses for Goal 5 with Sociology 1000 students scoring slightly higher (60.6%) than students who completed research methods (59.5%) (See Tables 1 & 2).

Goals 3, 4 & 6

Students who completed Research I & II did significantly better on Goals 3, 4 & 6 when compared to Sociology 1000 students. For instance, the mean score on Goal 3 for students who completed research methods was 73% which compares to 58% for students in Sociology 1000. This difference is significant ( $t=-2.37$ ,  $p=.02$ ). Students who completed research methods scored an average of 66% on Goal 4, which compares to a low of 31% for Sociology 1000 students. Again, this difference is significant at  $p=.000$ . Finally, the extent to which exposure to Research Methods I & II exposes students to research ethics is clear: Students who completed research methods scored much higher (83%) than students who have not been exposed to methods courses (47%).

Discussion:

Students find research methods courses to be extremely difficult, and they often arrive at the first course in our sequence (Sociology 4111) with the goal of simply getting through the course. Moreover, a large number of students do not arrive at CSUEB with strong quantitative reasoning skills. Given these factors, we are pleased with several of the outcomes of our assessment. For instance, students enrolled in Sociology 4112 did significantly better on Goal 3, 4 & 6. Goal 3 measures an understanding of sampling, and students often struggle with the concept of probability and non-probability sampling. Although we would like to see even higher scores on questions that measure goal 3, results show that students do learn from exposure to methods courses. We are pleased that results also show that exposure to methods courses has a significant impact on student understanding of hypotheses and measurement. Nonetheless, with an average correct of 66% for Sociology 4112 students we would like to see more improvement in this area. Findings for Goal 6 reveal that our methods courses do a very good job of teaching students about research ethics.

Findings also show that improvement, especially in areas where students scored below 70%.

The following areas call for attention:

Goal 1: Understanding the goals of science

Goal 4: Hypotheses and measurement

Goal 5: Familiarity with basic data analysis

We lay out several reasons for lower than desired scores on each of the above goals:

1. We need to review and revise some of the questions on the SLO instrument. For example, questions such as, “A relationship between two variables is considered as \_\_\_\_\_ when it is actually accounted for by the relationship of the two variables to a third variable,” could be simplified.
2. Many students do not have the necessary skills to do an adequate job on assignments and exams in research methods. For instance, the grade distribution in the methods sequence tends to be bi-modal with a large number of students who struggle and a smaller number who do very well. More than half of incoming CSUEB students need writing and math remediation. Statistics 1000 is a required prerequisite for the methods sequence. However, the acquisition of a basic foundation that Statistics 1000 should provide is not reflected in the skill sets of many students who are enrolled in Sociology 4111 & 4112. If we simplify the course too much then we compromise the rigor of our methods courses. Moreover, students who do well are cheated of the rigor that can lead to the acquisition of skills necessary for the workforce and/or graduate school.
3. Students “just want to get through the course.” This attitude makes it difficult for instructors to engage students in the content of the course. Some instructors attempt to move students away from this by including readings (research articles) that are of interest to students.

Strategies for Improvement:

1. One way to engage students more fully is to include more in-class, “hands on” exercises. Engaging students with small group, “hands on” examples/activities forces students to think about the material, and helps to reinforce the concepts covered in the course. One instructor developed a couple of in-class activities that reinforce course materials. Activity A (see attached) uses personal dating ads to teach students how to identify patterns in textual materials (e.g., interviews, print materials, etc.). The exercise is also designed to reinforce the link between theory and empirical research. Activity B (see attached) was developed to help students identify hypotheses, identify independent and dependent variables, and to write survey questions that are valid measures of each variable.
2. All three of the faculty members that teach methods require that students conduct an original research paper using either primary or secondary data. In addition to the term project, faculty might consider requiring students to complete a few short applied assignments that help them apply concepts throughout the course. These short assignments could be designed to help them build the final term project.



						tailed)	Difference	Difference
PCT_CORRECT % OF CORRECT RESPONSES, ALL QUESTIONS	Equal variances assumed	4.380	.040	-5.140	65	.000	-15.4925	3.0138
	Equal variances not assumed			-4.883	46.532	.000	-15.4925	3.1725
GOAL_1_PCT % CORRECT- AWARENESS OF GOALS OF SCIENCE	Equal variances assumed	.037	.849	-1.392	65	.169	-11.40351	8.19079
	Equal variances not assumed			-1.391	60.228	.169	-11.40351	8.19759
GOAL_2_PCT % CORRECT- KNOWLEDGE OF RESEARCH DESIGNS, DIFFS TWIXT QUAL & QUANT RESEARCH	Equal variances assumed	1.533	.220	-1.149	65	.255	-5.71688	4.97478
	Equal variances not assumed			-1.159	62.160	.251	-5.71688	4.93308
GOAL_3_PCT % CORRECT- BASIC UNDERSTANDING OF SAMPLING	Equal variances assumed	.361	.550	-2.370	65	.021	-15.38113	6.49105
	Equal variances not assumed			-2.327	55.814	.024	-15.38113	6.61057
GOAL_4_PCT % CORRECT- FAMILIAR W/HYPOTHESES, UNDERSTAND GOALS OF MEASUREMENT	Equal variances assumed	.908	.344	-5.817	65	.000	-35.15426	6.04294
	Equal variances not assumed			-5.750	57.554	.000	-35.15426	6.11421
GOAL_5_PCT % CORRECT- FAMILIARITY W/BASIC DATA ANALYSIS	Equal variances assumed	2.248	.139	.206	65	.838	1.04356	5.07696
	Equal variances not assumed			.198	50.970	.844	1.04356	5.26050
GOAL_6_PCT % CORRECT- BASIC UNDERSTANDING OF RESEARCH ETHICS	Equal variances assumed	26.971	.000	-3.136	65	.003	-35.39020	11.28352
	Equal variances not assumed			-3.253	65.000	.002	-35.39020	10.87843

# Theory Assessment Report

Assessment Report  
Sociological Theory  
September 2012

## Introduction:

The Sociology and Social Services Department developed a quantitative assessment instrument to measure student learning outcomes (SLOs) for Sociology 3310, Sociological Theory (see attached). The instrument included 21 test questions developed to measure three learning goals. Two test questions measured students' ability to define theory (Goal 1). Three test questions measured the ability to recognize specific theorists (Goal 2), and 16 test questions measured the ability to recognize theoretical concepts (Goal 3). The instrument also collected demographic data such as work status, work hours, race, year in college, marital status, and number and ages of children.

## Implementation & Participants:

The assessment instrument was first implemented in an introductory sociology course (Soc 1000). We implemented the instrument in Soc 1000 as a way to develop a base line score for a group who has only received only a rudimentary exposure to theory in Introduction to Sociology. We then tested students enrolled in Sociological Theory (Soc 3310) during the last week of classes in summer 2012.

## Sample Size:

A total of 71 students participated in the assessment. Thirty six students were enrolled in Intro to Soc and 35 were enrolled in Sociological Theory. Although our goal was to capture lower division students who were less likely to have exposure to upper division sociology courses, findings show that the entire sample is skewed toward upper division students. For example, of the students who responded to "year in college (n=69)," 29% of students identified as 1<sup>st</sup> or 2<sup>nd</sup> year students and 71% of students identified as a 3<sup>rd</sup> or 4<sup>th</sup> year student. Of the 36 students enrolled in Soc 1000, 53% are 1<sup>st</sup> or 2<sup>nd</sup> year students and 47% are 3<sup>rd</sup> or 4<sup>th</sup> year. Only 1 student enrolled in Soc 3310 identified as a 1<sup>st</sup> or 2<sup>nd</sup> year student.

## Student Demographics:

Of the 66 students who identified their race/ethnicity, 11 identified as Black (4 were enrolled in Soc 1000 and 7 in Soc 3310); 8 as Asian (6 in Soc 1000 and 2 in Soc 3310); 3 as Pacific Islander (2 in Soc 1000 and 1 in Soc 3310); 22 as Latino (10 in Soc 1000 and 12 in Soc 3310); 18 as White (9 in each course); and 4 as mixed race (2 in each course). Forty nine students reported that they worked in paid employment, 45% and 55% were enrolled in Soc 1000 and Soc 3310 respectively. Seven students who were enrolled in Soc 1000 and 15 students in Soc 3310 reported that they had at least one child lived with them full-time. One student in Soc 1000 and 3 students in Soc 3310 reported that they had at least one child living with them on a part-time basis. The majority of students were single at the time of the assessment. For instance, 83% (29) of students in Soc 1000 and 76% (25) of students in Soc 3310 reported that they were single. Four students enrolled in Soc 1000 and 6 students in Soc 3310 were married or cohabitating at the time of the assessment, and 4 students (2 in each course) reported that they were divorced or separated.

## Recoded Variables:

For ease of comparison, "year in school" was recoded into two categories so that first and second-year are in Category One, and third and fourth-year students are in Category Two. Work hours was recoded into 3 categories (20 hours or under, 21-30 hours, and 31 hours and up). Due to the small number of



divorced or separated students (n=4), marital status was recoded into 2 categories; currently single and ever married (this includes currently married or cohabitating and separated or divorced).

#### Measures & Statistical Analyses:

Given that only five questions were used to measure Goal 1 and Goal 2, I conduct cross-tabs with a Chi-square test of significance to compare outcomes of students in Soc 1000 to those in Soc 3310. I transformed the 16 questions used to measure Goal 3 into one interval level index (Goal 3 index). In theory, the index ranges from 0 (none of the responses were answered correctly) to 16 (all responses were answered correctly), but the actual range was 2 (one student scored two correct) to 15 (one students score 15 correct). In addition to conducting a difference of means test (t-test) between Soc 1000 and Soc 3310 students, I conducted a regression analysis as a way to examine the impact of demographic variables the Goal 3 index.

#### Findings:

##### Goal 1 (Definition of Theory)

Students enrolled in Soc 3310 were no more likely ( $\chi = .362, p = .547$ ) to respond correctly to Question 1/Goal1 than students enrolled in Soc 1000. Surprisingly, students enrolled in Soc 1000 were significantly more likely to respond correctly to Question 2/Goal 1 ( $\chi = 5.88, p = .015$ ) than students enrolled in Soc 3310. For instance, 20% of students in Soc 3310 responded correctly compared to 47% of students enrolled in Soc 1000. Cross tabs controlling for demographic variables such as race, work status, work hours, and presence of children showed that these variables had no significant bearing on whether one responded correctly to the questions. Relationship status has a small but insignificant affect with students who have ever been married doing slightly better in both courses than those who are single. (I suspect that relationship status may be capturing age; a question we did not include).

##### Goal 2 (Recognition of Theorists)

Students in Soc 3310 did significantly ( $\chi = 4.304, p = .04$ ) better on the first question (identifying Marx) than students in Soc 1000. Seventy one percent of students in Soc 3310 responded correctly to this question compared to 47% of those in Soc 1000. There was no significant difference between Soc 1000 and Soc 3310 students on Questions 2 & 3. Moreover, the majority of students in each course responded incorrectly to Question 2, and students in Soc 1000 were somewhat, but not significantly ( $\chi = 2.54, p = .11$ ), more likely to respond correctly to Question 3. For instance, only 36% of Soc 1000 and 31% of Soc 3310 students responded correctly to Question 2, and 75% of students in Soc 1000 responded correctly to question 3 compared to 57% of students in Soc 3310. Again, demographic variables had no significant bearing on Goal 2 outcomes.

##### Goal 3 (Understanding of Theoretical Content/Concepts)

The overall mean score on the Goal 3 Index for the sample a whole was 6.48, the median was 6.0, and the standard deviation was 2.14. Although students enrolled in Soc 3310 had a slightly higher mean (6.60) compared to students in Soc 1000 (6.36), this difference was not significant ( $t = .468, p = .641$ ). Since a number of student enrolled in Soc1000 were 2<sup>nd</sup> or 3<sup>rd</sup> year students –students who may have been exposed to more upper division sociology courses than lower division students, a difference of means test was conducted to compare 1<sup>st</sup> and 2<sup>nd</sup> (mean = 6.2) to 3<sup>rd</sup> and 4<sup>th</sup> (mean = 6.4) year students. The difference of means between these two groups was not significant ( $t = -.492, p = .624$ ).

A regression analysis revealed that marital status was the only variable that had a significant impact on the Goal 3 Index ( $t = 3.086, p = .003$ ). Students who were ever married (currently married or partnered and divorced or separated) scored significantly higher ( $B = 1.96$ ) on the index. A comparison of means test showed a mean of 7.79 compared to a mean of 6.00 for never married students ( $t = -3.35, p = .001$ ). Again, marital status may capture/correlate with age/maturity level.

#### Discussion: Improvements

Sociology faculty who teach theory discussed the outcome of this assessment. We concluded that the following four factors may be partial explanations for the outcome (no significant difference between students in Soc 1000 and students in Soc 3010) of this assessment.

#### The Assessment Instrument

Time and resources shaped our choice of an assessment instrument (a forced choice exam). One problem we encountered was the exclusion of an age variable. We suspect that “marital status” as the only significant predictor of scores is correlated with age. Also, we need to be cautious about drawing conclusions from one assessment implemented in one theory course that was taught over the summer. It is possible that the time of year and the composition of this particular group of students may have influenced the outcome. The administration of multiple SLOs is needed to draw strong conclusions.

On a more important note, using close-ended questions may be tapping rote memory more than student abilities to grapple with and apply abstract theoretical concepts. An embedded essay assignment may yield a somewhat different outcome. Thus, the next step in theory assessment will be to design a qualitative instrument that will be embedded in the course.

#### National Trends in Student Learning & Reading

Our findings could be reflective of a larger trend in learning outcomes. For instance, findings from our limited study align with findings reported in Arum & Rovsa’s (2011) book, *Academically Adrift: Limited Learning on College Campuses*. In this longitudinal study, which followed first-year students over the course of their college career, the authors found that SLO outcomes for seniors were not significantly better than the scores they earned when they were first tested as freshmen. For instance, 36% of students showed no improvement, and improvement for the rest of the sample was minimal. Student resistance to in-depth reading (i.e., not skimming) is growing cultural barrier that many instructors face. A 2007 study by the National Endowment for the Arts found that reading across different materials (e.g., literature, newspapers, magazine articles) and across different delivery systems (paper, electronic) was down for all groups from 1992 to 2002. However, the decline was sharpest among teens and young adults. This same study found that in 2005, 39% of respondents who were college freshmen at the time of the study reported reading 0 hours per week. Another 26% reported reading 1 hour a week. This shift in student culture presents serious obstacles to teaching. As a highly abstract subject, theory is particularly challenging for students, especially for those who do not read. We discussed ideas such as implementing more quizzes and using more “everyday” examples and applied assignments as mechanisms to encourage students to read theory. While a useful start, this approach may also yield limited results given the resistance to reading and the large number of students who do not read or write at a college level.

#### Senior Seminar

Finally, we think that a Senior Seminar would help students to gain a better grasp on both theory and methods. For instance, a seminar will reinforce materials covered in theory and methods. A seminar that is focused on a specific, concrete area of study such as inequality will help students see how abstract theoretical concepts are applied to a specific topic/question. In past years we submitted several requests for approval of a Senior Seminar, but this request was denied. The course was deemed to be too costly since we would need to cap it at 20-25. We will consider submitting another request as we revise curriculum for the transition to a semester system

## Appendix G.1

### Revised Road Maps & Self Help Tools

#### Major Road Map

The Sociology & Social Service Department offers two options (you select one). You can obtain a B.A. in Sociology or a B.A. in Sociology with a Social Service Option. Course requirements for both paths are outlined below.

#### Option 1: B.A. in Sociology (Sociology Option)

Freshman or sophomore year: Two courses (9 units)

SOC 1000 Intro to Sociology (4)

STAT 1000 Intro to Statistics (5)

Junior year: Six courses (24 units)

SOC 4111 Research Methods I (fall or winter)

SOC 4112 Research Methods II (winter if you took 4111 in fall; spring if you took 4111 in winter)

Take any **three** of the following five courses (fulfills diversity requirement for the major):

SOC 3200 Social Demography

SOC 3710 Social Policy

SOC 3420 Social Inequality

SOC 3425 Prejudice and Discrimination

SOC 3520 Sociology of Minority Groups

Take one of the seven upper division electives

Senior Year: Seven courses (28 units)

SOC 3310 Sociological Theory

Take the remaining six upper division electives

**Option 2: Social Services Option (B.A. in Sociology with a Social Service Option)**

Freshman or Sophomore year: Two courses (9 units)

SOC 1000 Intro to Sociology (4)

STAT 1000 Intro to Statistics (5)

Junior year: Seven courses (28 units)

SOC 4111 Research Methods I (fall or winter)

SOC 4112 Research Methods II (winter if 4111 taken in fall; spring if 4111 taken in winter)

SOC 3425 Prejudice and Discrimination

**or** SOC 3520 Minority Groups

SOC 3700 Intro to Social Services

SOC 3710 Social Policy

SOC 3720 Human Behavior/Soc Environment

Any upper division course (this course counts as an elective)

Senior year: Six courses (24 units)

SOC 3310 Sociological Theory

SOC 4716 Social Work Theories and Methods (**only offered in fall**)

SOC 4718 Field Practicum

(2 units - taken twice)

SOC 4719 Field Practice Seminar

(4 units-taken twice)

Any upper division course (this course counts as an elective)

## Self-Help Tool: Sociology Option

### Sociology B.A. Major Requirement: Sociology Option Checklist

- Be sure to consult a major advisor
- Sociology Major requires 61 units
- B.A. requires 180 units

COURSE #	TITLE	IMPORTANT NOTES	UNITS
SOC 1000	Introduction to Sociology (or 1001, 1002, 2001 or 2002)		4
SOC 3310	Sociological Theory		4
STAT 1000	Elements of Probability & Statistics	<b>MUST TAKE BEFORE 4111</b>	5
SOC 4111	Methods of Sociological Research I	<b>MUST TAKE BEFORE 4112</b>	4
SOC 4112	Methods of Sociological Research II	<b>CAN'T TAKE SAME QUARTER AS 4111</b>	4
DIVERSITY REQUIREMENT: Choice 3 Courses from Below → 3200 Demography, 3420 Inequality, 3425 Prejudice & Discrimination, 3520 Minority Groups, 3710 Policy, 4790 Control & Society			
SOC			4
SOC			4
SOC			4
ELECTIVES: 28 Upper Division Sociology Courses (Up to 12 units of Upper Division Statistics can count, under advisement)			
SOC			4
SOC			4
SOC			4
SOC			4
SOC			4
SOC			4
SOC			4
<b>TOTAL</b>			<b>61</b>

## Self-Help Tool: Social Service Option

### Sociology B.A. Major Requirements: Social Service Option Checklist

- Be sure to consult a major advisor
- Social Service Option requires 61 units
- B.A. requires 180 units

COURSE #	TITLE	IMPORTANT NOTES	UNITS
SOC 1000	Introduction to Sociology (or 1001, 1002, 2001 or 2002)		4
SOC 3310	Sociological Theory		4
STAT 1000	Elements of Probability & Statistics	MUST TAKE BEFORE 4111	5
SOC 4111	Methods of Sociological Research I	MUST TAKE BEFORE 4112	4
SOC 4112	Methods of Sociological Research II	CAN'T TAKE SAME QUARTER AS 4111	4
SOC 3425	Prejudice & Discrimination (or SOC 3520 Sociology of Minority Groups)		4
SOC 3700	Introduction to Social Services	MUST TAKE BEFORE 4716	4
SOC 3710	Social Policy		4
SOC 3720	Human Behavior in the Social Environment		4
SOC 4716	Social Work Theories & Methods	OFFERED ONLY IN FALL; MUST TAKE BEFORE 4718-19	4
SOC 4718	Field Practicum (winter)	MUST BE SENIOR; REGISTER FOR ALL FOUR COURSES WITH SAME INSTRUCTOR	4
SOC 4719	Field Practicum Seminar (winter)		2
SOC 4718	Field Practicum (spring)		4
SOC 4719	Field Practicum Seminar (spring)		2
Electives: SOC	Upper Division Sociology Courses		4
SOC			4
<b>TOTAL</b>			<b>61</b>

\*Up to 8 units of upper division Statistics courses, selected under advisement, may be counted as Sociology electives  
**For details on 4718 & 4719, the Field Practicum, see the Field Manual on-line at <http://class.csueastbay.edu/sociology/> under "Social Services Option."**

# APPENDIX H.1

## CALIFORNIA STATE UNIVERSITY, EAST BAY FACULTY EMPLOYMENT OPPORTUNITY

### DEPARTMENT OF SOCIOLOGY AND SOCIAL SERVICES *FULL-TIME TENURE-TRACK – SOCIOLOGY: RACE AND ETHNIC RELATIONS* OAA Position No. 13-14 Soc-Race/Ethnic-TT

**THE UNIVERSITY:** California State University, East Bay is known for award-winning programs, expert instruction, diverse student body, and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland. The two campuses' proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Their nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The ten major buildings of the Hayward Hills campus, on 342 acres, contain over 150 classrooms and teaching laboratories, over 177 specialized instructional rooms, numerous student oriented computer labs and a library, which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. CSUEB's Concord Campus provides full instructional support for several programs (<http://www20.csueastbay.edu/concord/>). Its five buildings on 395 acres feature lecture halls, seminar rooms, computer labs, science labs, an art studio, theatre and library. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 45 fields, minors in 66 fields, and master's degrees in 31 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. To learn more about CSU, East Bay visit <http://www20.csueastbay.edu>.

**THE DEPARTMENT:** The Sociology and Social Services Department consists of 7 tenured and tenure-track faculty and approximately 7 lecturers, and offers a B.A. in sociology. Sociology majors can select one of two degree options; Sociology or Sociology with an emphasis in Social Services. The SSO is supervised by two faculty members with academic backgrounds in Social Welfare. The department also offers a minor in Asian Studies with an emphasis on the Filipino community, immigration and labor. In addition to core courses in theory and methods, we require students to fulfill a diversity requirement by completing three diversity courses. The Department has over 350 majors from diverse backgrounds, many of whom are the first in their family to earn a college degree.

**DUTIES OF THE POSITION:** The primary responsibility of the Sociology faculty position in Race and Ethnic Relations is to teach and develop the core diversity curriculum. Teaching courses in a secondary specialization may occur. Also, the development of new courses on topics, such as, Critical Race Theory; Race and Ethnic Identity; Race, Ethnicity, and Family; Race and Sexuality; Race and Culture/Media; and/or Race and Labor Relations would be welcome additions to the current course offerings. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord and Online campuses.

**RANK AND SALARY:** *Assistant Professor.* Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

**DATE OF APPOINTMENT:** Fall quarter 2013.

**QUALIFICATIONS:** Doctorate degree; however, preference will be given to candidates who have completed the Ph.D. in Sociology or a closely related field with a specialization in Race and Ethnic Relations. ABD candidates will be given consideration, but the degree must be completed by the date of appointment. The secondary area of specialization is open, but preference will be given to a candidate with a concentration in globalization with an emphasis on teaching courses such as, Immigration, Migration, Refugee Experience, Economic Globalization, Transnational Practices and/or Global Health. Applicants must have an active research agenda and preference will be given to candidates who demonstrate a global/local dimension to their research and teaching. Candidates with a demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds are preferred. Additionally, applicants must demonstrate a record of scholarly activity. This University is fully committed to serving students with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see: <http://www20.csueastbay.edu/af/departments/as/>

**APPLICATION DEADLINE:** Review of applications begins October 1, 2012. The position is open until filled. Please submit a letter of application, which addresses the qualifications noted in the position announcement; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Dr. Patricia Jennings, Chair  
Department of Sociology and Social Services  
California State University, East Bay  
25800 Carlos Bee Blvd.  
Hayward, CA 94542  
Office Phone No.: 510-885-3173  
Office Fax No.: 510-885-2390

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

E-Mail Address: [pat.jennings@csueastbay.edu](mailto:pat.jennings@csueastbay.edu)



# APPENDIX I.1

## GRANTS APPLICATION 2012 - 2013 INSTITUTE FOR STEM EDUCATION APPLICATION COVER PAGE

**Name:** Patricia Jennings and Carl Stempel

**Department:** Sociology and Social Services

**Proposal Title:**

“Infusing STEM in the Social Sciences through a Class Survey Research Project”

**APPLYING FOR:**

- Costs for Student Centered Events
- Release Time and Stipends
- Stipends for Paid Student Interns

(CHECK ALL CATEGORIES THAT FIT, THEN UNDERLINE THE CATEGORY THAT FITS BEST)

Note: Applications must be submitted by 5:00 p.m. on 11/5/12

Submit electronically to [Azure.Stewart@csueastbay.edu](mailto:Azure.Stewart@csueastbay.edu) or in hard copy to South Science 142.

**Proposal Abstract:** *(must fit in the space below)*

An important part of advancing STEM education in the social sciences is to advance their knowledge of survey construction, sampling, interviewing, statistics and the logic of multivariate analysis. We also want our students to better understand how social scientific research is used by a wide variety of governmental and non-governmental organizations to more effectively plan and serve their constituencies. We propose to conduct a telephone survey, sample size 500, using its development and implementation to teach our research methods students about this important social scientific method. The survey will be developed in partnership with local organizations that will benefit from a professional quality survey. To carry out this project we will use Computer-Assisted Telephone Interviewing (CATI) software and Voice over Internet Protocol installations to outfit an existing computer lab to operate as a telephone survey research facility that will be unobtrusive in the computer lab when surveying is not going on. We expect that by providing a “hands on” research experience, students will become more fully engaged in research methods and better understand scientific practice in their field. Moreover, linking students to the research needs of local community agencies will help clarify abstract research concepts, facilitate improvements in learning outcomes in social science methodology, and prepare students for employment opportunities and/or a transition to a graduate education. Once completed we will make this technology available to other faculty who wish to develop similar projects for their research methods courses.

Principal Investigator signature: \_\_\_\_\_

*The following signatures indicate approval of the proposal submission:*

Department Chair signature: \_\_\_\_\_

\_\_\_\_\_  
Date

Dean/University Librarian signature: \_\_\_\_\_

\_\_\_\_\_  
Date

**Instructions:** Complete this page using Microsoft Word, and print one copy. Sign as PI, then route to your Chair and Dean for signature and return to the Institute for STEM Education, SC142, by the deadline.

**NARRATIVE:** *(Sections A-E must not exceed 5 pages)* The following formatting is REQUIRED: Font – Times New Roman, 12 point, double-spaced, 1” margins. If you paste text into this Word template from another document, make absolutely sure that you apply the above formatting to the pasted text.

**A. Summary Description:** *(In words understandable to colleagues in other fields, a summary description of the proposed project indicating the significance of the project to STEM education and the University.)*

An important part of advancing STEM education in the social sciences is to advance their knowledge of statistics and the logic of multivariate analysis. At the same time we want our students to better understand how social scientific research is increasingly used by a wide variety of governmental and non-governmental organizations to more effectively plan and serve their constituencies. We propose to conduct a telephone survey, sample size 500, using its development and implementation to teach our research methods students about this important social scientific method. The survey will be developed in partnership with one or more local organizations that will benefit from a professional quality survey that addresses issues and questions that are vital to their operation. To carry out this project we will use Computer-Assisted Telephone Interviewing (CATI) software and Voice over Internet Protocol installations to outfit an existing computer lab to operate as a telephone survey research facility. Once established it will be available for other faculty who wish to engage students in similar projects. Students will gain practical experience in producing professional quality, socially engaged research and we expect that this experience will open their eyes to the possibilities of social research and help them learn about social scientific methods more deeply and holistically. We will evaluate their learning and levels of interest at the end of this event by comparing their knowledge of research methods to previous cohorts. This summary will explain the software and hardware installation, outline the structure of a class project that uses the survey facility, describe how the project will engage students and model “public social science” for them, and mention the future value of this facility for our social science faculty.

Although some researchers have moved to web surveys for surveys of tightly networked groups,

telephone surveys remain the most cost effective way to conduct surveys of randomly sampled populations. For most purposes they provide more valid responses and much more representative samples than web surveys. High quality, large sample survey research is out of reach of many community or civic organizations because of the high cost of subcontracting the survey work. However, recent advances and cost reductions in survey system software and Voice over Internet Protocol (VoIP) telephoning make it feasible to install a system of ten interviewing stations in a computer lab on campus that can be easily dismantled at the end of each day and that will be unobtrusive in the computer lab when surveying is not going on.

A main cost for installing this system is a CATI software module from Survey Systems. Survey Systems software with a CATI module will integrate ten computers and centralize and streamline key functions such as uploading surveys to the ten interviewing stations, combining and coding data, organizing call backs, switching time zones throughout the evening and monitoring response rates by interviewer, time of day, and geography. We already own the main software and the interview station modules needed to create the system. Other expenses include durable headsets, and VoIP subscriptions. We plan to install the system in the computer lab in Meiklejohn 3098. Survey Systems has strong technical support for installing and troubleshooting the CATI systems, and VoIP installations are user friendly so we will need minimal support from campus resources. We will install the system and pilot it during Spring and early Summer 2013. Once installed, we will use the system to carry out a class survey project in Dr. Jennings two-term research methods course (SOC 4111 and 4112). The goal of the class survey project will be to teach techniques of survey construction, operationalization, scientific sampling, interviewing, scale construction, the logic of multivariate data analysis, and research reporting in the context of participating in a professional quality, socially engaged research project. Many of our students

have difficulty grasping research methods concepts and approach data analysis with fear and trepidation. One reason for this is that we often have to present these techniques in a piecemeal and fragmented manner. This project will allow us to approach teaching social science methods *more holistically and more practically*. A recent SLO assessment of Sociology methods courses revealed that a number of our students are not reaching a level expertise in social scientific research that faculty deem necessary to gain entry into research-based occupations or graduate programs. We are confident that this “hands on” research project will improve students’ understanding of abstract research concepts and enhance their development of practical research skills. Raising our standards for expertise in research design and practice will open up new job opportunities for our graduates and contribute to infusing STEM throughout our curriculum. We will develop the class survey project during Winter and Spring 2012 and involve students in the project beginning in Spring 2013 while Dr. Jennings is teaching a two-term research methods sequence (SOC 4111 and 4112). We have already lined up several organizations who are interested in conducting research on Californian’s views on tax policy, but we will explore with colleagues during Winter 2013. Once we decide the focus of the survey and develop partnerships with the agencies and organizations we decide to work with we will work with them to develop key research questions to frame them sociologically. When Soc 4111 begins in Spring 2013, representatives of our partner organizations will visit our class and talk about the issues they are facing and outline the kinds of information that will most assist them. Course assignments (e.g., writing literature reviews, conducting focus groups, devising a sampling strategy, developing hypotheses, questionnaire construction, data analysis, report writing) will be structured to contribute to carrying out the survey. We will strive to be inclusive of student work while making necessary changes to insure that analyses and final results are of professional quality,

explaining to students why we made the changes. The actual interviewing will occur at in the early part of SOC 4112. This will be followed with data cleaning, recoding, scale construction, and data analysis, all of which students will participate in. Near the end of Summer 2013 students will complete the research methods SLO assessment to see how this approach to teaching compares to previous classes. We will keep field notes on which assignments and students projects worked well in terms of sparking their interest and teaching abstract concepts. We will write an article for *Teaching Sociology* on the benefits and challenges of this approach, and if the project is successful we will pursue institutionalizing this approach to teaching social scientific research.

In addition to benefitting East Bay students and strengthening university-community ties, having the telephone survey research facility may be a valuable resource for other faculty and departments. Once established it would help attract and retain faculty with strong survey research agendas, foster interdisciplinary collaboration, and strengthen scholarly centers on campus. The Political Science Department and the Center for Sport and Social Justice have expressed interest in using the system. This project will expand students' imagination of the possibilities for social research and teach them to be more critical consumers of survey research. Moreover, this project will provide students with valuable skills that will better prepare them for employment and/or graduate education.

**B. Methods and Procedures:** *(A description of the methods and procedures to be employed. If appropriate, explain how students will be involved in the project and/or the educational impact of the project on students.)*

Most of this section is integrated in part A, but let us add that we will submit human subject protocol to IRB shortly after the survey instrument is completed. Sampling will be determined by the study chosen, but it is likely we will do a statewide survey. For this we will teach students how telephone sampling is done by obtaining a list of phone exchanges in the state, sample

those, add randomly selected numbers to those, and use the Wakberg method of determining and abandoning non-working exchanges. We will also teach them state of the art techniques used to weight cell phone and landline calls. As discussed above students will participate in almost all aspects of the study, but we will control the results and decisions at each step. For example, students will assigned to analyze the data, but we will pick and edit analyses to go into the final report, and will add additional analyses that we generate.

**C. Timetable:** *(Provide a timetable for each project activity.)*

Install and pilot software	January-April 2013
Partner with community organization(s) and design research project	Winter 2013
Develop student assignments	Winter and Spring 2013
Teach SOC 4111, engage students, survey construction, human subject protocol to IRB	Spring 2013
Teach SOC 4112, train students on sampling and interviewing, conduct survey, clean data, recoding, data analysis.	Summer 2013
Report to ISE	August 31, 2013
Analyze data, article to <i>Teaching Sociology</i>	Fall and Winter 2014

**D. Regulatory Compliance:** *(If applicable, the status of IRB (human subjects), IACUC (vertebrate animals) or IBC (recombinant DNA/biohazards) approval of the project). If none apply, check N/A.*

<input checked="" type="checkbox"/>	Human Subjects	If yes, Pending	<input checked="" type="checkbox"/>	or	Approved	<input type="checkbox"/>
<input type="checkbox"/>	Vertebrate Animals	If yes, Pending	<input type="checkbox"/>	or	Approved	<input type="checkbox"/>
<input type="checkbox"/>	Biohazards	If yes, Pending	<input type="checkbox"/>	or	Approved	<input type="checkbox"/>
<input type="checkbox"/>	N/A					

**E. Relationship of the project to prior work and anticipated future work:** *(Include prior, present and future funding of such work)*

Professor Jennings was hired as a research methods specialist and teaches multiple sections of research methods each academic year. When she was employed at CSU Bakersfield, she worked on many projects for the Applied Research Center located in the Sociology and Anthropology Department. The capacity to utilize CATI will greatly improve my ability to effectively teach research methods. The connection to community-based agencies will facilitate my teaching as

well as my own research interests. Stempel has extensive experience constructing and consulting on survey construction and conducting survey analyses. He is expert in the Survey Systems software and used it to develop several CATI and web surveys using their software.

## **BUDGET** (must not exceed 2 pages)

**Budget Detail for Grants:** *Please list what category of funding you are seeking and the amount. If you are seeking funding from more than one category, please list the total from each category and the grand total. Justify that requested items are not already available on campus. Provide details on specific expenses, e.g. Student assistants (how many students x \$15 hourly wage x Y hours), Supplies, Equipment, Photocopying, Consultants, Participant Stipends, Travel (airfare from X to Y location; hotel at \$X per night x Y nights; per diem @\$62/day; meeting registration fees, local transportation--rental car/shuttle cost or personal mileage reimbursement at \$0.55/mile).*

	<u>Cost per unit (10% tax incl.)</u>	<u># of units</u>	<u>Cost</u>
<b><u>Survey Facility Hardware</u></b>			
VOIP Phone Connection + 1 yr. calls	60	10	600
Headsets	55	10	550
Survey Systems Computer Aided Telephone Interviewing Module	3300	1	3300
Miscellaneous (technical support, office supplies)			500
Grand Total			4950

## Part III: External Review



**Sociology and Social Services Department**

**Academic Program Review**

**California State University, East Bay**

**Submitted to:**

**Sociology and Social Services Department**

**June 1, 2013**

**Wendy Ng, Ph.D. San Jose State University (wendy.ng@sjsu.edu)**

## **Executive Summary**

This Academic Program Review of the Sociology and Social Services Department at California State University—East Bay (CSUEB) occurred on May 28-29, 2013. The reviewer, Dr. Wendy Ng is a professor and chair at the Department of Sociology, San Jose State University. The review is based upon the following: a classroom visit and group interview with students, interviews with faculty (lecturer, assistant professor, associate professor, full professor) and Chair Patricia Harris, the Dean of the College of Letters, Arts, and Social Sciences Kathleen Rountree and Associate Dean Jiansheng Guo. The Program Review summarizes some of those meetings to provide a context for the recommendations.

The Sociology and Social Services Department at CSUEB is a diverse and accomplished department given the resources it has been allocated during recent years. Declining state funds shifted budget allocations in the past five years and Sociology departments throughout the CSU experienced financial cutbacks. In addition, increasing enrollment caps and attrition of faculty due to retirement or moving to other institutions of higher education further stressed departments throughout the statewide system. Hiring freezes or extremely limited hiring have decimated departments that once had a critical mass of faculty throughout the ranks. CSUEB has experienced this. To that end, this Program Review focuses on the difficult decisions the Sociology and Social Services Department has undergone during these past few years.

The department staffs courses at the CSUEB main campus in Hayward, CSUEB Concord campus, and online courses. The department has two degree programs: one in Sociology, the second in Sociology/Social Services Option (SSO). Since the last program review, the department has grown its majors (does not include Concord campus enrollments, which have declined) to 358 (Fall 2009) to 420, representing an increase of about 15%. The department has developed Student Learning Outcomes (SLOs) and been reflective of its assessment, developed and modified plans, and implemented changes.

### **Recommendations**

1. *Investigate and develop a task force to look into best practices around capstone courses in the major.*
2. *Develop a task force to investigate the feasibility of modifying the graduate program that is temporarily suspended.*
3. *Develop a multi-year sustainable assessment plan.*
4. *Develop and revise curriculum with an eye toward the quarter to semester conversion.*
5. *Recommendations for New Hires—Tenure-track and part-time lecture staffing.*
6. *Continue to expand and develop high-impact practices.*
7. *Evaluate the curriculum of the Sociology minor.*

## **Introduction**

On May 28-29, 2013, I visited the CSUEB campus, met with faculty, staff, and students of the department and academic administrators. Prior to the visit, I reviewed the program review documents and the CSUEB Sociology and Social Services Department website. After the visit, I read CSUEB's Academic Program Review Procedures specified by the Academic Senate.

Since the last program review, the department has addressed several of the suggestions raised by the reviewer, namely, the development of online courses, stronger ties to the local and global community, added 2 tenure track hires, and incorporated research opportunities for students. Several of the suggestions (reduction in teaching and work load, additional staff and office space) are difficult to assess as they rely on institutional commitment. Given the budget cuts experienced throughout the CSU, these have been difficult to accomplish. Nonetheless, the department can be commended for addressing the issues in addition to developing their own objectives for improvement and evaluation. Faculty scholarly achievement has flourished and the department has revised its webpage and updated it for student use.

This report focuses on several aspects of the visit and the program review documents. The first part of this report briefly summarizes my meetings and review of the Self Study. The second part of the report includes recommendations. My review is guided by the AAC & U rubrics for Program Review and Program Learning Objectives, as well as the American Sociological Association's guidance in program review and assessment. I provide recommendations at the end of this report. These recommendations are based on ways to capitalize on the department's strengths, enhance its profile, and provide excellent learning and career opportunities for its students.

## **The Student Experience**

I met with students in Dr. Carl Stempel's Social Theory (Soc 3310) class. This is an upper division class required of all students. I had several prepared open-ended questions, but the students were somewhat reticent in responding to the prompts. In terms of strengths of the department, students reported that they felt the professors were competent and helpful. Their teaching was particularly good in explaining complex sociological concepts relative to the contemporary current context. As one student said "They way they present the material, they make it stick." In the classroom they said that they appreciated the way in which professors encouraged them to share their thoughts. They also wanted professors to find ways to facilitate more discussion in the classroom through smaller group activities and providing different ways for interaction in the classroom.

When I asked about weaknesses, they said they could have used more advising in terms of developing an academic plan as a student at CSUEB. They had questions about GE advising as well as the different major options in the department. I asked whether any of the students were in the SSO or had a specific TAA (Transfer Admission Agreement) or were an SB 1440 (STAR Act) student. I asked this specifically to see if those students had the advising experience needed for completion of the programs. Only one student (who was in the Social Service Option) knew

of these specific community college transfer agreements. Other students reported that they were discouraged when classes were canceled and when they could not get the required courses they needed for graduation.

### **Faculty Interviews**

I met individually with six faculty (part-time, tenured, and FERP) including the department chair. Faculty were open and forthcoming about the strengths of the program as well as potential areas in which the program could develop. Overall, they expressed a strong sense of collegiality, a dedication to the undergraduate student population, and concern for the future of the graduate program. Some of their major concerns are expressed below.

*Capstone Experience:* I raised the issue of having a capstone course for students as I discussed this with the chair during our meeting. Some faculty felt that this would be difficult to implement, in particular, to have a small seminar for the capstone class so that students could have hands-on research or other experience. One faculty member felt that a research capstone would best serve the students as a career building experience. An additional concern raised was in the sequencing of the capstone course and at what point in their career the students would take the course. As CSUEB is on the quarter system, there's the potential for students graduating in any one of 3 (or 4, if summer session is included) quarters.

*Specialty Course Development:* In addition to standard core courses, the department has some unique courses based upon the expertise of the faculty members. Faculty members were concerned that should they retire, there would be no one who would be able to teach those courses.

*Graduate Program:* Several faculty felt strongly about bringing the graduate program out of suspension. In particular, they pointed to the excellent track record they had in having their graduate students move into doctoral programs. Their primary concern was how to support a graduate program and at the same time, provide coursework for the undergraduate program.

*Workload:* The faculty expressed concern over the growing workload in the department. The department is pressed to increase the size of their classes in order to increase the overall SFR for the department and there is little support from the administration to keep workload in check. workload is also centrally related to the number of full time tenure track faculty in the department, and several faculty were optimistic about the two new hires (2013-14).

### **Undergraduate Curriculum**

The department has two degree program tracks: Sociology and Sociology with a Social Service Option (SSO). While separate option or concentration programs are not uncommon in CSU Sociology departments, it is unique to see the SSO option at CSUEB. The department has a number of curricular strengths including upper and lower division GE courses, participation in the Freshman Cluster Program, a strong diversity requirement in the major, development of new courses that represent cutting edge and innovative topics in sociology, and online courses.

The major is structured around an upper division sequence. The sequencing of courses is logical and provides a pathway for students to complete the major time. As is common, students take

their core courses (theory and research methods) toward their end of their career. There is a variety of upper division electives and core of at least three electives focusing on diversity (Soc 3200, 3420, 3425, 3520, 3710, and 4790).

The SSO degree program prepares students with a program of study and fieldwork experience geared toward Social Services and Social Work. Thus, students graduating from this program are positioned to move into graduate programs in Masters in Social Work. This is a strong career applied career path for students considering CSUEB up until recently, did not have a Social Work undergraduate major, but has an MSW program. With the additional hires to teach in this area, this degree program has grown.

The department also offers several online courses. These provide flexible options for students who may have competing demands that prevent their coming to campus on a regular schedule.

### **Graduate Program**

Due to budget cuts and other staffing issues, the department made the difficult decision to suspend its graduate program Fall 2010. Prior to this, the department had a successful, yet small MA graduate program. A number of former students pursued doctoral degrees in Sociology after receiving their MA from CSUEB.

In March 2011, the department requested a revision to the MA degree program, eliminating the thesis and project, and leaving the Comprehensive Exam with Capstone paper option. Several faculty expressed a strong interest in bringing the graduate program back. They recognize how the program developed a pipeline to doctoral programs in sociology for students who might not have considered a higher education degree. Thus, the CSUEB program fills a specific regional and local niche in graduate education. But at the time of the site visit, the graduate program was still with an uncertain future.

Several of the full time tenured and tenure track faculty expressed a desire to bring the graduate program out of suspension. They felt there was a track record of producing a pipeline of first generation college students to doctoral programs. In an interview with the chair, Dr. Jennings expressed some reservations in bringing the graduate program back because of the workload issues and the shortage of full time faculty available to teach undergraduate courses.

### **Department Assessment**

The department has established a set of Student Learning Outcomes (SLO) for the major and faculty have made efforts at assessing student learning in relationship to the learning goals. The two program goals that were assessed and discussed in the program review are mapped to the university's ILOs.

The department developed two survey instruments, one looking at research methods, the second looking at social theory. In looking at student learning in regards to Social Theory, the assessment did not have conclusive findings. The department's reflection on their findings

suggests other factors influencing student learning and that student learning could be improved through the formation of a Senior Seminar. The results of the methods assessment showed that the courses had a significant impact on student understanding. The department suggested other ways in which the assessment and student learning could be improved in this area.

The Social Service Option assessment was a final student evaluation as determined by the community field instructors. Because the SSO majors have a unique field experience, I would suggest that the SSO program establish specific Student Learning Outcomes and a more robust assessment for their program. This is discussed further in the recommendations section of this report.

*General Education Assessment:* The department has a number of courses in General Education and notes that these courses “map well with several of the university’s ILOs.” The department plans to integrate GE assessment with its next assessment of one of their SLOs.

These assessments highlight the department’s commitment to student learning. The department is reflective of its findings and has “closed the loop” in terms of reviewing prior assessments and discussing what will increase student learning in the future. Overall, the department is on a pathway to greater institutionalized departmental and GE assessment.

### **Recommendations for Action**

The CSUEB Sociology faculty are hard working, conscientious and dedicated. In the last program review, Dr. Ed Nelson made a number of recommendations, which the department addressed despite the scarcity of resources and recent budget cuts during the last five years.

I want to emphasize that the following recommendations are from my perspective and that the department needs to use those recommendations that will work within their own strengths and collective culture. It is my hope that these will spark and open discussion with the entire department. A department and its faculty must juggle multiple demands—curriculum development, assessment, scholarly research, advising, and student outreach. Because there is always “work” in the department, I recommend prioritizing those recommendations that faculty agree they can work on and produce results within a period of time—and not have to tackle all of the recommendations at once.

1. *Investigate and develop a task force to look into best practices around capstone courses in the major.*

Traditionally, capstone courses are taken in the final semester of a student’s undergraduate career. There are different ways in which the capstone can be structured:

a) *Research capstone:* This course focuses on developing advanced research methods skills beyond the research methods students have already taken. Students develop and execute an independent research project. These can be done with either a qualitative or quantitative focus, or mixed-method. Another possibility could be some type of evaluation research where the class conducts a program evaluation or review for a community agency.

b) *Career Capstone*: This course focuses on preparing students for careers in sociology showing them how to take their sociology knowledge and training and applying it to specific employment. This class may also include some form of internship, community engagement, informational interviewing or shadowing of individuals in employment fields that are relevant to sociology.

c) *Specialty Subject Matter Capstone*: This course focuses on a specific sociological topic that is current and relevant to the students and capitalizes on the research or subject matter expertise of the faculty. While more similar to a traditional course, this type of capstone would have a higher-level expectation of reading, writing, and presenting of material.

2. *Develop a task force to investigate the feasibility of modifying the graduate program that is temporarily suspended*. The chair and the department may want to review the ASA's report on graduate programs "Are Masters Programs Closing? What Makes for Success in Staying Open?" (Spalter-Roth and Van Vooren, 2011).

Consider using the model the American Sociological Association (ASA) uses for terminal degree MA programs. The ASA's research suggests that the terminal Masters degree programs can serve as a professional degree similar to the Masters in Social Work (MSW) and Masters in Public Policy (MPP or MPA). Graduate programs can prepare students with sociological skills that graduates bring to the workforce. The "project" option (capstone paper) of an MA program can significantly address the issue of a career-oriented sociological study that benefits students with methodological and program development skills and can also benefit communities, organizations, or the university in an applied direction.

The self-study reports that the suspension of the graduate program was due to the inability to fully staff undergraduate courses given budget cuts and other resource restrictions. The report also indicates that work load (serving on thesis committees) was a major concern for faculty. Traditionally, the thesis has been used as a stepping stone to prepare students for doctoral level work and the dissertation. It is time consuming for full time faculty to serve as advisers/chairs, committee members, and methodological consultants and this is especially burdensome in smaller departments.

To that end, the department should look at how to restructure the graduate program using a culminating experience and comprehensive exam, and to use these in a career-enhancing role for the terminal Master's degree. The ASA has come out with reports on the terminal Master's degree serving a career function (see Van Vooren and Spalter-Roth "Sociology Master's Graduates Join the Workforce," 2011; Van Vooren, Spalter-Roth, and Scelza "From Program to Careers: Continuing to Pay Attention to the Master's Degree in Sociology," 2010; Spalter-Roth and Scelza "What Can I Do With a Master's Degree in Sociology? The Department as Context" 2009, all by the American Sociological Association, Department of Research & Development; there are several additional articles by the ASA on their research briefs website).

The department does not have to "shelve" its Master's thesis option—particularly for those students who are aiming toward a doctoral program. The thesis can remain an option and the department may develop a mechanism to determine those students who want to go in that direction. Strong graduate advising is necessary for this to work so that graduate students are

aware of the options (thesis vs. culminating experience or comprehensive exams) and the time commitment to accomplish each of the options. In my experience, most students think they want to do a thesis, but do not understand the commitment in completing one (and the faculty committee members' time investment), thus if students see the MA as a career-enhancing model, they may opt for an applied culminating experience or project.

Finally, in setting a direction for the MA program, I recommend developing a set of SLOs and program learning outcomes that are specific to the MA program. In the rush to institute assessment throughout the CSU, many departments simply used the undergraduate SLOs for the graduate SLOs (my own department at SJSU did this). I realize that student learning in the MA program has some overlap with an undergraduate program, but the SLOs should really be specific to an advanced level of study.

### 3. *Develop a multi-year sustainable assessment plan.*

The Self-Study notes the time demands associated with the assessment of student learning. The department needs to develop a long-term assessment plan that specifies what SLOs they will evaluate each year, and what will be assessed. The current model of surveying introductory level students and upper division students who have completed a course, is quite burdensome on faculty. The department may consider some type of online survey instrument if they wish to continue this practice. The most recent research report published by the ASA may give some context for program assessment "The Victory of Assessment? What's Happening in Your Department? The AY 2011-12 Department Survey" (Spalter-Roth, Kisielewski, and Van Vooren, 2013).

a) Consider using elements of the ASA *BA and Beyond* exit survey. ASA's department of research suggests using their exit survey—one that has been used in sociology departments throughout the U.S. In doing so, departments can norm their results to similar departments. The ASA suggests using any portion of their survey material to assist in department assessment as a way to reduce workload on already burdened departments. One caveat, the ASA survey is a self-report survey, so it is not a direct assessment of student learning. It nonetheless collects valuable student self-reports' of their learning and satisfaction with the major. Several documents in the research section of the ASA website report on how to use the *BA and Beyond* survey.

b) *General Education Assessment*: The Self-Study notes that General Education has not been assessed because of time and resources. In creating a multi-year assessment plan, GE assessment can be build into major assessment. To the extent possible, have GE assessment and program assessment calibrated to one another to reduce the assessment workload.

c) *Develop specific SLOs for the SSO option*. Develop an assessment instrument to evaluate the SLOs in addition to direct measures and reports from field supervisors. Evaluate the post-graduation experiences of former students to look at the overall experience of graduates of the program.

d) *Online course assessment*: With several online classes, the department may want to consider the effectiveness and student learning these courses. Online courses may in fact be much easier



to assess than face-to-face courses because of the technology, and thus faculty will have a better understanding of what works and does not work in these types of courses.

e) *Communicate SLOs to the students so that they see the relationship between their coursework and their sociology major.*

4. *Develop and revise curriculum with an eye toward the quarter to semester conversion.*

As noted throughout the program review, CSUEB will move from a 4-quarter (including summer) session program to a 2-semester and summer session academic program. As a result, the department will need to look at the courses it offers and how it can restructure the curriculum from quarters to semesters. The department may want to consider other semester universities in the CSU, the structure of a core curriculum and a diversity of electives. The department already has a strong core program (theory and methods) as well as a diverse curriculum, and I believe it will not be difficult in transitioning to a semester system.

Note that the 61-quarter unit major will become a 42-45 semester unit major. The department will have to decide what courses it will require in its core as well as in major electives (or breadth in the major) and how to structure the content area courses because the conversion will involve reducing the overall number of courses in the major.

5. *Recommendations for New Hires—Tenure-track and part-time lecture staffing.*

As in the case of many sociology departments, current faculty have created courses in their areas of expertise. Over time, as faculty retire and disciplinary subject matter has changed, so should the curriculum of the department. Thus, in keeping with the recent pedagogical and intellectual trends in sociology, the department's position requests are justified. According to Spalter-Roth, Van Vooren, and Kisielewski ("Changes in Technology, Courses, and Resources," 2013) departments have experienced growth in the development of classes in the two major areas suggested by the CSUEB program review: culture and cultural studies (including media, collective memory and identity) and globalization. Another trend in course development is in the area of gender and sexuality (including feminist theory, masculinity, LGBTQ studies, sex trafficking and human rights). Finally, criminology courses continue to be a mainstay in many sociology curricula.

Despite the department having received two new tenure-track hires beginning AY 2013-14, it is distressing to see the memo from the Dean that the lecturer budget will be cut. On the one hand, additional FTEF will provide much needed staffing for departmental committees, student advising, university and department governance activities, however, the overall teaching load of the entire department does not change. In other words, workload issues continue if tenure track faculty are replacing lecturer faculty and there is no continued augmentation. Because the department has such a high SFR (reported at 30.6 Fall 2011), it would seem that there are no cost

savings in cutting lecturer budget and that the class staffing issues will not necessarily be resolved by having two tenure track hires and the consequent loss of lecturer faculty.

6. *Continue to expand and develop high-impact practices.*

The previous review suggested developing research with students. This includes a number of different and co-curricular activities including service learning, internships, and faculty-student research collaboration. This should continue and the department should develop an assessment instrument so that these courses can be evaluated within the context of the department's SLOs.

In order to provide more career-building opportunities for all majors the department may want to consider the development of an applied fieldwork experience for Sociology majors not in SSO. This type of course could would fewer hours (than the SSO fieldwork placements) and/or be integrated with a class that meets several times during the semester/quarter.

7. *Evaluate the curriculum of the Sociology minor.*

The minor is an important way for a department to strengthen its enrollments. The current sociology focuses on providing a "mini" version of the sociology major including introduction to sociology, theory and methods. As a suggestion, the department may want to consider providing a more flexible minor that consists of one core course (intro) and additional courses that consist of upper division electives. For example, the current minor requires students to take Soc 3310 Social Theory. This is a required course for both Sociology majors and minors. However, if the course is impacted, then eliminating the requirement for minors frees up additional seats for majors. In moving from quarter to semester conversion, there will be fewer classes that students can take, so the department will want to consider what it can offer for students.

One model is to have a minor build on what *lower division* courses students may come in with (usually introductory sociology and/or social problems) and use those toward a minor. If students see that they are "almost there" with a minor and can take a wide variety of courses that fit their schedule, they are more likely to minor, thus building overall enrollments.

## **Summary and Conclusions**

The CSUEB Sociology and Social Services Department has developed a strong, diverse program for its students. In the face of declining state support and increasing majors and fewer faculty, it has made difficult decisions to maintain a cohesive undergraduate program at the cost of their graduate program.

However, I sense a weariness among the faculty. Throughout the Self-Study, there is a sense of triaging the multiple demands required by the university, the students, and the faculty's own scholarly interests. I would say the department needs a boost in morale and in numbers—and all indications suggest that they are poised to build and grow with the two tenure-track hires (2013). The department has a number of strong initiatives that build on previous program review suggestions and continue to innovate new curricular directions. The faculty has a strong scholarly track record despite a demanding workload. They have grown the major and increased

their SFRs, so the department has clearly pulled their weight in the college and university's student enrollments. To that end, their requests for additional positions are well justified.

Looking toward the future, these are difficult times in the State of California and in higher education overall. In a time of cutbacks and retrenchment, it may be difficult to argue for additional resources for academic programs. The faculty at CSUEB have done an admirable job under stringent resource constraints, and they are being asked to do more for less. They are dedicated to the discipline, but more importantly, they are dedicated to the students. This level of commitment serves them well, but they must have the support they deserve to do this work. Without the support, they will continue to be caught in the cycle of triaging their program and advanced programs such as the MA will not be brought back into fruition.

**Appendix A**  
Student Questions

1. How many of you transferred? From what community colleges?
2. How many of you had an AA transfer degree in Sociology? Are any of you SB 1440 students or had completed a specific transfer articulation agreement from your community college?
3. For how many of you is this your first course at CSUEB? 2nd, 3rd, 4th course? What is your class level (junior, senior, first or last semester)?
4. What other courses are you also enrolled in?
5. Do you seek faculty for help/assistance? What do you see them for? Are you able to see faculty for advising? Are you clear about the sequence of courses in the major?
6. What have you liked most about your CSUEB experience?
7. What have been the most challenging parts of your CSUEB experience?

**Appendix B**  
**Questions the Department may want to consider in their future discussions**

1. What are the top priorities for the department as you envision it in the next five years? This can or does not have to come from your program review.
2. What are the department strengths (curricular and content)? As a discipline/department at CSUEB?
3. What are the weaknesses as you identify them?
4. If you had a magic wand, what would you ask for from the administration? How could your department leverage your expertise for administrative support?
5. For individual faculty at whatever point you are in your career, what legacy would you want to leave for this department?
6. For individual faculty, what are your career goals and personal development in the next 5 to 10 years (chair the department, retire, move into administration, get tenure, continue what you are doing, develop new courses—what would they be?)
7. Reflect back upon your career and what inspired you to be a sociologist? How does that inform your own practice of sociology as a faculty member? How would does this (or does not) work with the current department and curriculum?

## PROGRAM LEARNING OUTCOMES

Rubric for Assessing the Quality of Academic Program Learning Outcomes  
(www.aacu.org)

Criterion	
Comprehensive List	<b>Developed:</b> This is a well-organized set of reasonable outcomes that focus on the key knowledge, skills, and values students learn in the program. It includes relevant institution-wide outcomes (e.g., communication or critical thinking skills). Outcomes are appropriate for the level (undergraduate vs. graduate); national disciplinary standards have been considered.
Assessable Outcomes	<b>Developed:</b> Each outcome describes how students can demonstrate learning, e.g., “Design a research study to analyze a social experience or problem, using evidence and quantitative and qualitative methods from sociology.”
Alignment	<b>Emerging-Developed:</b> Students appear to be given reasonable opportunities to develop the outcomes in the required curriculum; provide opportunities to learn and to develop increasing sophistication with respect to each outcome.
Assessment Planning	<b>Emerging:</b> The program relies on short-term planning, such as selecting which outcome(s) to assess in the current year. The department had 2 major survey assessments in the report. It was not clear how they fit into the overall long-term plan of assessment.
The Student Experience	<b>Emerging:</b> Students have some knowledge of program outcomes. Communication is occasional and informal, left to individual faculty or advisors.

**Comments on the AAC & U rubric:** The American Association of Colleges & Universities has developed extensive rubrics designed to be used in program evaluation. While somewhat general in scope, they give a reviewer a place to benchmark the program in relationship to what are considered good practices in program learning outcomes. Other rubrics are used in analyzing capstone courses and in the program review process. The rubric uses a four-point scale (Initial, Emerging, Developed, Highly Developed) in evaluating program learning outcomes. The rubric has five dimensions (listed above). An explanation of these dimensions follows:

1. Comprehensive List. The set of program learning outcomes should be a short but comprehensive list of the most important knowledge, skills, and values students learning the program, including relevant institution-wide outcomes (ILOs). Faculty generally should expect higher levels of sophistication for graduate programs than for undergraduate programs, and they should consider national disciplinary standards when developing and refining their outcomes. There is no strict rule concerning the optimum number of outcomes, but quality is more important than quantity. Faculty should not confuse learning processes (e.g., completing an internship) with learning outcomes (what is learned in the internship, such as application of theory to real-world practice). Questions: Is the list reasonable, appropriate and well-organized?

Are relevant institution-wide outcomes included? Are distinctions between undergraduate and graduate programs clear? Have national disciplinary standards been considered when developing and refining the outcomes? Are explicit criteria—as defined in a rubric, for example, available for each outcome?

2. **Assessable Outcomes.** Outcome statements should specify what students can do to demonstrate their learning. For example, “Graduates from our can design research studies to test theories and examine issues relevant to our discipline.” These outcomes are assessable because faculty can review the quality of student-created research projects. Criteria for assessing student products are often expressed in rubrics and the department should develop examples of varying levels of student performance (meets expectations, exceeds expectations, does not meet expectations). Questions. Do the outcomes clarify how students can demonstrate learning? Have faculty agreed on specific criteria for assessing each outcome? Do they have examples of student mastery for each outcome?

3. **Alignment.** Students cannot be held responsible for mastering learning outcomes unless they have participated in a program that systematically supports their development. The curriculum should be explicitly designed to provide opportunities for students to develop increasing sophistication with each outcome. Question: Is the curriculum explicitly aligned with the program outcomes?

4. **Assessment Planning.** Faculty should develop explicit plans for assessing each outcome. Programs need not assess every outcome every year, but faculty should have a plan to cycle through the outcomes over a reasonable period of time, such as the period for program review cycles. Questions. Does the plan clarify when, how, and how often each outcome is assessed? Will all outcomes be assessed over a reasonable period of time? Is the plan sustainable in terms of human, fiscal, and other resources? Are assessment plans revised, as needed?

5. **The Student Experience.** Students should be aware of the learning outcomes of the program in which they are enrolled. It is essential to communicate learning outcomes to students consistently and meaningfully. Questions: Are the outcomes communicated to students? Do students understand what the outcomes mean and how they can further their own learning? Do students use the outcomes to critically assess themselves (can be done as a self-evaluation)?

# **Part IV**

# **Response to the External**

# **Review**



Sociology & Social Service faculty are appreciative of the review provided by Dr. Not only did Dr. Ng present us with seven helpful recommendations, she also provided helpful examples of ways to accomplish certain goals. We respond to each of Dr. Ng's recommendations below.

#### Recommendations & Responses:

1. *Investigate and develop a task force to look into best practices around capstone courses in the major.* Traditionally, capstone courses are taken in the final semester of a student's undergraduate career. There are different ways in which the capstone can be structured:

#### Response:

Sociology & Social Service faculty are in complete agreement with this recommendation. We submitted a new course request for a capstone course in the past. However, our request for a course that would be capped at 15-20 was denied because of budgetary pressures. If we were to offer a capstone course in all likelihood we would adopt option A. (research capstone) or option C. (specialty subject matter capstone) identified by Dr. Ng. Both options are reading and writing intensive. Thus, a reasonable course cap is necessary to our ability to create a successful capstone course.

A capstone course would also help us "close assessment loop." Areas of weakness that emerge in SLO assessments throughout our curriculum could be addressed in a capstone course. The course could also provide us with an opportunity to conduct exist surveys.

We plan to submit a new request for a capstone course by spring of 2015.

2. *Develop a task force to investigate the feasibility of modifying the graduate program that is temporarily suspended.*

#### Response:

We plan to submit a request to re-open the MA Program by spring 2014. Dr. Ng noted suggested that we re-examine the capstone option as a way to "lighten" the workload for faculty serving on Capstone Committees. We have actually addressed the MA Program in several faculty meetings over the past two years. Through these discussions, we explored the options that Dr. Ng suggested. For instance, when we re-instate the program we would offer the University Thesis option only for those students who plan, and demonstrate that they are qualified, to enter a PhD program. We would use a comprehensive exam as the capstone option for a terminal MA. Dr. Ng also suggested a capstone project. We do not believe that this is a suitable option for our program. The offered a capstone project in the past and found that: a.) these was not a popular option among students; and, b.) the project was often labor intensive for faculty.

3. *Develop a multi-year sustainable assessment plan.* The Self-Study notes the time demands associated with the assessment of student learning. The department needs to develop a long-term assessment plan that specifies what SLOs they will evaluate each year, and what will be assessed. The current model of surveying introductory level students and upper division students who have completed a course, is quite burdensome on faculty. The department may consider some type of online survey instrument if they wish to continue this practice.

Response:

Much of this work has already been completed. After Dr. Ng's visit, we completed a revision of our SLOs, mapped our SLOs with ILOs, and developed a five-year assessment plan. Our five-year assessment plan specifies which SLO(s) will be assessed each year and how these SLOs map to ILOs. Although we agree with Dr. Ng's claim that it is burdensome for faculty to administer the assessment instrument to a lower (serves as a baseline) and upper division course, we may continue to do this periodically. While this created extra work, we found that having a baseline for comparison provided us with important information. Dr. Ng also suggested that we implement exit exams. However, this is at odds with the call to conduct more embedded assessment of SLOs. Given our workload, we will continue to focus on improving assessment of our SLOs. If more resources become available in the near future then we would be able to do both.

4. *Develop and revise curriculum with an eye toward the quarter to semester conversion.* As noted throughout the program review, CSUEB will move from a 4-quarter (including summer) session program to a 2-semester and summer session academic program. As a result, the department will need to look at the courses it offers and how it can restructure the curriculum from quarters to semesters. The department may want to consider other semester universities in the CSU, the structure of a core curriculum and a diversity of electives. The department already has a strong core program (theory and methods) as well as a diverse curriculum, and I believe it will not be difficult in transitioning to a semester system.

Response:

We agree with this suggestion. At our fall 2013 retreat, we re-vamped the departmental Curriculum Committee. Faculty are currently working to identify and refine committee duties and to set the committee's tasks for the 2013/14 academic year. We are working on identifying potential new courses and revising our diversity core. This is being done in coordination with the SSO option and with the quarter-to-semester conversion in mind. Two new TT hires has provided us with the necessary resources to begin this work.

5. *Recommendations for New Hires—Tenure-track and part-time lecture staffing.*

As in the case of many sociology departments, current faculty have created courses in their areas of expertise. Over time, as faculty retire and disciplinary subject matter has changed, so should the curriculum of the department. Thus, in keeping with the recent pedagogical and intellectual

trends in sociology, the department's position requests are justified. According to Spalter-Roth, Van Vooren, and Kisielewski ("Changes in Technology, Courses, and Resources," 2013) departments have experienced growth in the development of classes in the two major areas suggested by the CSUEB program review: culture and cultural studies (including media, collective memory and identity) and globalization. Another trend in course development is in the area of gender and sexuality (including feminist theory, masculinity, LGBTQ studies, sex trafficking and human rights). Finally, criminology courses continue to be a mainstay in many sociology curricula.

Response:

We are in full agreement with this recommendation. As stated above, two new TT faculty started this fall. The attrition of faculty left our race and ethnic relations courses understaffed, and, if not for the new hires, this would have reached a crisis point when Dr. Bowser fully retires. The new TT hires will staff current and develop new courses in race and ethnic relations. We revised our globalization course after Dr. Van Groenou retired. This course is now staffed by an entitled lecturer.

Although we successfully completed a search for two TT faculty, we are still **seriously short staffed and in great need of additional hires**. For example, faculty retirements have left us unable to staff our popular criminology offerings. Dr. Ng noted the need to offer current courses in gender and culture. Currently we are able to staff one course in each of these areas. However, a new hire would allow us to update our offerings by adding additional, cutting edge courses (e.g., masculinity; sexualities; popular culture).

6. *Continue to expand and develop high-impact practices.* The previous review suggested developing research with students. This includes a number of different and co-curricular activities including service learning, internships, and faculty-student research collaboration. This should continue and the department should develop an assessment instrument so that these courses can be evaluated within the context of the department's SLOs.

Response:

The SSO option places students in over 50 community-based agencies. Dr. Ng suggest that we develop more community-based learning opportunities for students in the Sociology option. We like this idea, but, at this time, we simply do not have the resources to implement this suggestion. Dr. Vugia is allotted four units to staff and supervise the field placements. However, by writing a series of mini-grants, Dr. Stempel was able to purchase phone survey equipment. He is working with Dr. Jennings to implement a phone survey for a community-based organization. The survey will be conducted by students enrolled in Dr. Jennings' methods course. If this pilot project is successful, we will have resource that other faculty can use to link students to "hands on" work for community organizations.

7. *Evaluate the curriculum of the Sociology minor.* The minor is an important way for a department to strengthen its enrollments. The current sociology focuses on providing a “mini” version of the sociology major including introduction to sociology, theory and methods. As a suggestion, the department may want to consider providing a more flexible minor that consists of one core course (intro) and additional courses that consist of upper division electives. For example, the current minor requires students to take Soc 3310 Social Theory. This is a required course for both Sociology majors and minors. However, if the course is impacted, then eliminating the requirement for minors frees up additional seats for majors. In moving from quarter to semester conversion, there will be fewer classes that students can take, so the department will want to consider what it can offer for students.

Response:

This is a reasonable suggestion. However, given our lack of resources, we will believe that we must begin with the major. Once we review/revise curriculum for the major we will then examine our minor. Dr. Ng’s suggestion that we require only one core course would make the degree more flexible and would address some of the problems we may encounter as we convert to a semesters system. However, we believe that theory and methods are foundational. Thus, we are reluctant to eliminate these courses as core requirements for the minor. However, as we enter into our conversion, we may be forced to re-visit this position.