



College	CLASS
Department	Sociology & Social Services
Program Unit	BA Sociology: Sociology Option & Social Services Option
Reporting for Academic Year	2013-2014
Department Chair	Patricia K. Jennings
Date Submitted	6/7/2014

**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

The following are key planning goals were included in our 12/13 Five-Year Plan:

1. Curriculum Goals:

- a. develop new courses
- b. renew our involvement in the cluster program;
- c. revise diversity option for the Sociology Option (SO),
- d. begin to plan for the quarter-to-semester conversion
- e. transition to a student portfolio model to manage course work for Social Service Option

2. Assessment Goals:

- a. continue revising SLOs and mapping them to ILOs, and
- b. develop an embedded assignment to assess theoretical knowledge.

3. T-T Hires:

The number of majors in our program has risen to close to 500 while the number of T-T faculty has dropped from 12 to 8 (with one faculty in FERP) over the past decade, stabilizing at 8 with two new T-T hires. Thus, we:

- a. submitted a T-T search request for 14/15,
- b. planned to hire a part-time lecturer to help staff our growing Social Service Option,
- c. planned to relocate internship liaison assignments so that Dr. Johnson could assist with some aspects of placements.

4. Students and Community Connection Goals:

- a. continued to develop relationships with social service agencies, and place a large number of SSO students, and
- b. purchase phone survey equipment to pilot a project linking students to community groups/agencies.

B. Five-year Review Planning Goals Progress

1. Curriculum: Over the past year we:

- a. developed and tested several new courses using Soc 3999 (Issues in Sociology) and Soc 4800 (Topic

Seminar). Sociology of Immigration, Sociology of Sport, Economic Sociology and Travel and Tourism are new courses that will be submitted to CIC in fall 2014.

b. renewed our participation in the Individual and Society Cluster for 14/15.

c. The Chair of the Departmental Curriculum Committee began work on curriculum conversion (Q2S).

e. The work on SSO student portfolios is partially complete. All student work is now paperless.

Technical issues (e.g., transferring courses content across quarters) are being worked on.

2. Assessment: We completed:

a. a revision of SLOs, and have mapped SLOs with ILOs.

b. an embedded assessment of SLO4 (community connections).

Closing the loop: We developed an applied assignment for Research Methods I & II as a way to examine if direct survey research experience would improve the outcome of our 11/12 assessment of SLO1. Data on SLO1 was collected at the end of the winter 14 quarter and will be analyzed this summer.

3. T-T Hires:

Dr. Sukari Ivester and Dr. Duke Austin began teaching this year; these new members of the faculty have brought new energy to our department this year.

We submitted a request for a T-T hire in Sociology of Education (courses cannot be staffed due to a retirement). Our request was not granted. However, the request was resubmitted through the Provosts' Affinity Hire initiative. At this writing, we are awaiting notification.

4. Student and Community Links:

a. Approximately 60-70 SSO students were placed in local social service agencies in 13/14 (see assessment of SLO4 below).

b. Carl Stempel utilized equipment grants to purchase phone survey equipment. Students in fall and winter Research I & II courses assisted with the development and implementation of a phone survey for Housing California, a community-based organization. Four students presented findings at the annual Housing CA Conference in Sacramento. Students were subsequently invited by a conference attendee to participate in a Webinar with a housing advocacy group located in LA.

c. Dr. Duke Austin furthered our community connections by linking immigrant high school students with CSUEB student mentors enrolled in his Immigration course. On two separate occasions, high school students visited CSUEB to spend the day attending classes with their mentor.

T-T Faculty Accomplishments:

Over the past year Benjamin Bowser published 1 book, 1 book chapter, and 1 article. Sukair Ivester, Will Johnson, and Carl Stempel submitted papers which are under review. Holly Vugia attended a WASC Conference, and 3 faculty members presented papers at 4 different conferences. Duke Austin, Sukari Ivester and Carl Stempel received mini grants. Dr. Stempel's work on Prop 13 was cited in several news outlets including the Sacramento Bee. He was one of three professional guests invited to speak to Prop 13 on an LA news program. Sukari Ivester and Duke Austin were awarded grants through the Diversity and Social Justice Faculty Fellows program. Carl Stempel has applied for a co-authored external grant, and Holly Vugia was awarded 2 external grants. In terms of international representation: Efren Padilla manages a blog and published 19 entries on Filipino culture and politics, and he continues to serve as an Urban Planning Consultant to the Philippines. Ben Bowser presented a paper at the International Congress of the Inauguration of the Chair in African and Caribbean Studies in Costa Rica. Dr. Ivester traveled to Brazil to study the impact of the World Cup on urban development. She will utilize this experience in courses and research.

Sociology & Social Service faculty are well represented in University Service with one faculty member serving as a Faculty Marshal at Honor Convocation; 1 faculty member serving as a Faculty Marshal at the

upcoming graduation ceremony; 2 faculty serving on Senate (one on ExCom); and, 1 faculty serving on Senate as a quarterly replacement.

Lecturers:

One lecturer, Benjamin Pimentel, published a trade book on race, culture and language, and a play based on one of his earlier novels is now in production in SF. Emilia Ivanova attended 2 conferences. Susan Ingram was nominated for the Outstanding Honors Faculty award and, Hester Van derVenne developed a Face Book Page for recent Sociology & Social Service graduates. We hope to use this page to trace the progress of graduates.

C. Program Changes and Needs

T-T hires continue to be our top priority. Only two faculty staff our growing Social Service Option. Resources to hire an MSW would enhance our ability to manage the field placements. We continue to search for an appropriate lecturer who can cover SSO courses. Finally, we have a need for resources to help us enhance our community connections. A stable source of funding is needed to continue Dr. Austin's mentoring project, and we need resources to expand our phone survey capability. Both projects connect students to the broader community.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

ILOs Mapped with Sociology & Social Services SLOs (Revised in 2014)

ILO1: Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems

SLO1: Students will be able to read and analyze sociological data and, thus, be able to critically examine "knowledge" veracity by mastering appropriate research methods, including: 1) data collection, 2) sampling, and 3) data analysis.

ILO2 Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.

SLO2: Orally and in writing, students will be able to effectively communicate and engage in educated, open-minded discussions of diverse sociocultural beliefs, perspectives, and norms.

ILO3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

SLO3: Students will be able to embrace social diversity, and critically analyze cultural representations of oppressed populations, while working toward equity and empowerment.

ILO4: Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities.

SLO4: Students will be able to work collaboratively in diverse groups, and when appropriate to their educational path, successfully complete service in community social service practicum.

ILO5: Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels.

SLO5: Students will be able to promote sustainability by acquiring knowledge of local, national and global socioeconomic policies and practices that contribute to poverty, resource scarcity, violence, exploitation, and environmental degradation, as well as explore ethical, responsible alternatives to those policies.

ILO6: Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.
 Sociology SLO6: Students will be able to critically read, interpret, integrate and synthesize abstract sociological arguments, theories, and practice methods.

B. Program Student Learning Outcome(s) Assessed

SLO4

C. Summary of Assessment Process

Sixty-one (61) students who completed the Social Services Option participated in the assessment. These students were assigned to internship placements in community agencies and public schools in 5 local counties, as part of an Internship capstone course. Placements yielded 15,923 community service hours over winter and spring quarter. Students served diverse populations in agencies that address a variety of social issues (e.g., at-risk youths, intimate partner violence). Community field placement instructors served as evaluators based on the general outcome criterion. A scale of 1 (least advanced) – 4 (most advanced) was used for the evaluation. The group mean for each of the 5 SLOs was calculated.

D. Summary of Assessment Results

Summary of Data Analysis of Assessment Results for SLO1:
 FINAL STUDENT EVALUATION RESULTS AS DETERMINED BY COMMUNITY FIELD INSTRUCTORS
 (n=61)
 Scale: 1 = Area of Future Growth 2 = Demonstrates Emerging Skill 3 = Demonstrates Skill 4= Consistently Demonstrates Advanced Accomplishment

General Evaluation Criterion	Target Skill	2012-2013		2011-2012	
		Mean	Mode	Mean	Mode
The ability to form professional relationships with diverse individuals, groups, and communities	relationships/diversity	3.56	4	3.55	4
The ability to effectively communicate in both oral and written form.	communication	3.49	4	3.29	4
The ability to demonstrate professional comportment behavior and attitudes.		3.61	4	3.57	4
The ability to make appropriate use of agency resources/staff in planning and implementing interventions		3.43	4	3.51	3
The ability to actively and effectively engagement participate in the field experience.		3.67	4	3.59	4
Overall Mean		3.55		3.5	

3. STATISTICAL DATA

Table 1: Race/Ethnicity of Sociology & Social Service Majors

Race/Ethnicity	Number (n=484)
Black	26% (127)
Asian	13% (64)
Pacific Is.	>.01% (4)
Latino(a)	32% (153)
White	17% (81)
Mixed	4% (21)
Race Unknown	5% (23)
Non-Resident Alien	2% (11)

Sociology & Social Service Faculty

T-T faculty = 8 (1 in FERP)

Lecturers = 3 with a 12.12 entitlement (Long, Puri & Van derVinne); 3 with a 12.3 entitlement (Chavez, Ianeva & Pimentel), and 1 quarterly (Ingram)

Degrees Conferred by Program

Sociology BA conferred in 12/13 = 136

Table 2: Student Faculty Ratios by Faculty Status & Course Level

SFRs		
Category	F13	F14
Tenure Track	28.04	32.48
Lecturer	38.85	39.01
Lower Division	49.82	59.57
Upper Division	30.90	33.47
Total	32.64	53.31

Table 3: Course History

Course History			
Term	Number of Sections	Enrollment	Average Section Size
Summer 13	8	281	40
Fall 13	38	1,392	39.7
Winter 14	36	1,384	37.8
Spring 14	35	1,299	38.7

Note: This data reflects the addition of a quarterly mega course. It also reflects the fact the total number of sections has shrunk somewhat. For instance, we offered 48 sections with 1,272 students enrolled in spring 09, which decreased to 35 sections with larger enrollment by spring 14.