



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

College	CLASS
Department	Sociology & Social Services
Program Unit	BA Sociology: Sociology Option & Social Services Option
Reporting for Academic Year	2014-2015
Department Chair	Patricia K. Jennings
Date Submitted	7/20/2015

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Over the past year we worked on planning goals that were not addressed in our past annual review. We addressed the following goals identified in the 12/13 Five-Year Plan:

1. Curriculum:

- update curriculum
- renew involvement in the cluster program
- revise diversity core requirements for the Sociology Option

2. Assessment:

- continue annual embedded assessment of one PLO

3. Faculty Hires & Assignments:

- submit request for a T-T faculty hire
- hire additional lecturers
- hire a lecturer to staff the growing Social Service Option (SSO)
- relocate internship liaison assignments so that Dr. Johnson could assist with some aspects of placements.

4. Students and Community Connections:

- continue developing relationships with social service agencies for field placements
- build additional community engagement links

B. Five-year Review Planning Goals Progress

Area 1:

The hire of two T-T faculty in 2013/14 and anticipation of the conversion to a semester system generated the development of seven new Sociology courses (see Appendix A) and one course revision (World Development was changed to Global Society). We renewed our participation in the Individual and Society Cluster. We will revise the diversity core when we engage in the work of conversion to semester system.

Area 2:

Duke Austin served on the CLASS Assessment Team. His assessment project involved

assessing ILO # which maps with PLO # (see Appendix B). One new course, Environmental Sociology and a revised course, Global Society, provide us with an additional opportunity to assess student knowledge of sustainable environmental and economic systems, ILO & PLO 5.

Area 3.

CLASS did not approve our request for a 2014/15 T-T search. However, we were granted a 2014/15 T-T search through the Affinity Hire program. This resulted in the successful hire of Dr. Donovan Ceaser. We hired an additional lecturer to assist with SSO courses, and she taught one to two courses over the academic year. We also hired a second lecturer who will teach one course in fall. If this arrangement works to the satisfaction of both parties, we hope to have the resources to hire him to teach at least one course per academic quarter.

Area 4.

Dr. Duke Austin (hired in 2013/14) was granted funding to develop a community engagement course. Soc 3614, Community Engagement with Immigrant High School Students, was approved as a regular course offering in spring 2015. This course enhances our ability to strengthen community ties with immigrant students in Oakland and S.F.

Dr. Stempel received two internal grants and partial funding from Housing California to implement a survey on public attitudes toward reform of Proposition 13. This survey project was implemented by students in Sociology Research Methods I & II over a period of four terms (2013/14 & 2014/15). The use of EIRA funds to purchase the survey equipment has fostered continued student involvement in community linked research activities.

C. Program Changes and Needs

We submitted a request to discontinue the SSO option starting in fall 2015. Dr. Holly Vugia made a decision to return to the Social Work Department and Dr. Johnson announced that he will enter into FERP in 2016/17. Thus, we can no longer staff this option. Moreover, the overall low number of t-t faculty has pushed us to streamline our program so that we can better serve our majors. We implemented a plan to assist current SSO majors to complete the option.

Since many Sociology students plan to enter a master's program in Social Work or Public Administration, we are working to retain a modified version of the field placements which were a requirement of the SSO option. These placements help students qualify for admission to MSW or MPA programs. During our work on conversion, we will contact the Center for Community Engagement for assistance with developing placements for the BA in Sociology.

New t-t hires continue to be our greatest need. Regardless of three new t-t hires since 2013/14, we remain grossly understaffed. We now have somewhere between 550 and 600 majors (different data sources report different figures), but the number of T-T faculty will drop from 8 to 7 (this figure includes the three new hires) by fall 2015. Dr. Benjamin Bowser retired in spring 2015 and Dr. Holly Vugia decided to leave Sociology and return to Social Work beginning fall 2015. Dr. Eferm Padilla announced his intent to fully retire by 2017, which, without a new hire, will leave us with 6 t-t faculty.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

See Appendix B

B. Program Student Learning Outcome(s) Assessed

Dr. Austin served as a FACT Faculty Fellow. His role was to assess ILO 3 which maps to PLO 3. Our plan was to utilize the ILO assessment as our PLO assessment given that the ILO mapped to our PLO. However, the ILO report was not generated in time to include it in our annual review. As Dr. Austin explained when I asked about the report: "I worked on both the CLASS FACT Assessment team and the APGS DSJ ILO assessment. In doing so, I aligned my Race and Ethnicity course to the University DSJ ILO, which maps directly to Sociology's DSJ PLO. The plan was to have an independent committee assess the alignment through APGS. However, the APGS assessment team spent a good portion of the year revising the DSJ ILO assessment rubric. That meant the assessment committee was unable to complete their task of assessing the ILO. That also meant that, at the end of the year, I did not have an independent assessment of the ILO. I have been told that the committee will assess the alignment I made this academic year."

C. Summary of Assessment Process

One course assignment (a student journal) and a midterm exam from Dr. Austin's Race & Ethnic Relations courses (Soc 3520) were utilized as embedded assessment instruments for ILO3/PLO3.

D. Summary of Assessment Results

See the explanation above. The report will be included in the 2015/16 annual review.

3. STATISTICAL DATA (about 1 page)

Institutional Research, Analysis and Decision Support (IRAD) produces program statistics annually in standard format. These statistics (available on their page [here](#)) will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

See Appendix C

The Annual Report may include one or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent.

Appendix A

New Course Approvals 2015

Soc 3418	Mediation & Conflict Resolution
Soc 3424	Sociology of Sport
Soc 3612	Immigration
Soc 3614	Community Engagement with Immigrant High School Students
Soc 3712	Travel & Tourism
Soc 4200	Sexualities
Soc 4422	Environmental Sociology
Soc 4452	Economy & Society

APPENDIX B
ASSESSMENT REPORT

2014-2015 CLASS FACT Assessment Year End Report, June, 2015

Program Name(s)	FACT Faculty Fellow	Department Chair
Department of Sociology and Social Services	Duke Austin, PhD	Pat Jennings, PhD

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

A. Program Student Learning Outcomes

In January 2014, the Department of Sociology and Social Services updated and adopted the following Student Learning Outcomes (SLOs):

Sociology 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.

Sociology 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.

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

Sociology 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.

Sociology 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.

Sociology SLO6: Students will be able to critically read, interpret, integrate and synthesize abstract sociological arguments, theories, and practice methods.

The previous six SLOs are aligned with the following Institutional Learning Outcomes (ILOs):

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

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

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

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

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

ILO6. SPECIALIZED DISCIPLINE: Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

B. Program Student Learning Outcome(s) Assessed

Until recently, the Department of Sociology and Social Services has offered two options for students. Students who choose the option in sociology learn specifically about the workings of social institutions, patterns of group life, social change, and the social causes and consequences of human behavior. Students who chose the option in social services learned basic principles and practices in applying this perspective to support individuals, families and groups, or for going on to do graduate study in social work, public administration or counseling. Both options graduate students with a Bachelors of Arts in Sociology, but the social service diploma reads Bachelor of Arts in Sociology with a Social Service Option.

The options shared foundation courses (Introduction to Statistics, Introduction to Sociology, Sociology Research Methods I & II, Sociological Theory, and one chosen diversity course); however, in the senior year paths diverge. Sociology students focus on electives, and social service option (SSO) students begin a year focused on Social Work Theories and Methods, culminating in a two quarter, 240 hour field practicum experience and field seminar. There is not one course that students from both options predictably share near the completion of their major. This creates a challenge in designing an end-of-program assessment that would include both student groups.

In the 2013-2014 academic year, Dr. Holly Vugia assessed SLO3 for the Social Services Option. Sixty-nine of the 70 SSO students participated in the winter field practicum experience (SOC 4718 and SOC4719). SLO3 reads:

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

This SLO is aligned with the CSUEB Institutional Learning Outcome (ILO) 3:

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

Relevant to assessing SLO3, diversity curriculum is managed differently in the two sociology options. Sociology option students are required to take three diversity courses for the major, but the SSO requires only one diversity course to make room for the practicum experience. In the SSO, diversity issues are specifically embedded in each course required for the option (Introduction to Social Services, Social Policy, Human Behavior in the Social Environment, Social Work Theory and Methods, Field Seminars, and the Field Practicum).

In her concluding remarks, Dr. Vugia recommended that it would be important to evaluate SLO3 in regards to sociology option students, especially since the diversity SLO is addressed differently in each option. Since that time, the department has decided to discontinue the social services option. Given these reasons, our department felt it was imperative to close the loop and evaluation SLO3 in the sociology option.

C. Summary of Assessment Process

Dr. Vugia was the only reader for the 2013-2014 SLO3 assessment, and she concluded that it could be seen as a limitation of the results. In 2014-2015, Dr. Austin sought a way to strengthen the results of the assessment. Since the Sociology SLO3 is so closely aligned with ILO3, Dr. Austin elected to assess Sociology SLO3 with the CLASS FACT team and ILO3 with Academic Programs and Graduate Studies.

In order to assess Sociology SLO3 and the university ILO3, Dr. Austin chose to align two of his assignments from his course SOC 3520: Race and Ethnic Relations. This course counts toward the three diversity courses that sociology option students are required to take. In winter 2015, Dr. Austin aligned the Final Learning Journal to the diversity and social justice rubric. The final learning journal allows students to assess what they have learned throughout the quarter. In spring 2015, Dr. Austin aligned the written midterm exam to the diversity and social justice rubric. The midterm exam asks students to write 500-word essays describing and applying theories of race and ethnic relations.

A faculty learning community developed the rubric used for this assessment in 2013-14, and the diversity ILO assessment team revised the rubric in 2014-2015. The rubric is attached below.

The assessment work began in fall 2014 and continued through the 2014-2015 academic year. In fall 2014, Dr. Austin and the other APGS diversity and social justice ILO assessment team members:

- Received an overview of the project objectives, timeline, and expectations.
- Gained an enhanced perspective of assessment of student work at the course, program, and institutional levels.
- Received training on Blackboard Outcomes functionality, and committed to aligning an assignment in the winter 2015 quarter.
- Reviewed and revised the diversity and social justice rubric developed by the CSUEB Faculty Learning Community on Diversity and Social justice in 2013-14.
- Participated in a norming exercise to identify expectations for the levels of students' work.

In winter 2015, Dr. Austin and the other Diversity ILO Assessment Team members:

- Participated in campus-wide university and program level discussion of fall quarter results, drew conclusions, and finalized the revisions to the diversity and social justice ILO rubric.
- Aligned their assignments to the diversity and social justice ILO. Dr. Austin

In spring 2015, Dr. Austin and the other Diversity ILO Assessment Team members:

- Participated in CSU Northern California Spring Symposium on Assessment of Core Competencies and reported on their experiences and outcomes.
- Provided feedback on how process and rubric can be improved for the following year when another Institutional Learning Outcome will be assessed.
- Aligned an additional assignment to the diversity and social justice ILO rubric.

D. Summary of Assessment Results

Dr. Austin is still waiting the results of the independent review of the two assignments he aligned to the diversity and social justice ILO rubric. This report will be amended once those results are available.

E. Suggestions and Recommendations for the CLASS FACT Project in the Future

Dr. Austin will be able to provide suggestions and recommendations once the results of the independent review are available.

Description: Socio-cultural diversity competencies are characterized by the ability to recognize and understand the rich and complex ways that group and individual differences and interactions influence self and society. Students will develop the capacity to interact openly and respectfully with individuals, particularly marginalized individuals, across the full range of human diversity including, but not limited to race, ethnicity, religion, gender, sexual orientation, age, ability, socioeconomic status, health, and mental health.

This rubric is meant to be applied to a specific assignment, not as a global rating of an individual in these areas. Each cell of the rubric can be read as, “The work in this assignment demonstrates...”

	Criteria	Inadequately - 1	Minimally - 2	Adequately - 3	Fully - 4	N
Attitude / Disposition	Cultural self-awareness	Little to no recognition of one's positions and identities, in and among diverse groups, both locally and globally. Little to no awareness of one's assumptions, stereotypes, judgments, and biases about self and others.	Limited ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Limited awareness of one's assumptions, stereotypes, judgments, and biases about self and others.	Adequate ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Adequate awareness of one's assumptions, stereotypes, judgments, and biases about self and others.	Sophisticated ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Sophisticated awareness of one's assumptions, stereotypes, judgments, and biases about self and others.	
	Respect for and Interest in Diverse Perspectives	Little to no understanding and respect for different points of view, and engaging with people of diverse identities and positions	Limited understanding and respect for different points of view, and engaging with people of diverse identities and positions.	Adequate understanding and respect for different points of view, and engaging with people of diverse identities and positions.	Sophisticated understanding and respect for different points of view, and engaging with people of diverse identities and positions.	
	Knowledge of Diverse Worldviews.	Little to no knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.	Limited knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.	Adequate knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.	Sophisticated knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.	
Application	Communication with Diverse Individuals and Groups	Little to no understanding of working through differences with diverse individuals and groups.	Limited understanding of working through differences with diverse individuals and groups.	Adequate understanding of working through differences with diverse individuals and groups.	Sophisticated understanding of working through differences with diverse individuals and groups.	
	Engagement & Advocacy - (Graduate-Level Skill)	Little to no ability to identify injustice and inequality. Does not demonstrate behaviors or takes part in activities that support diverse individuals and groups.	Limited ability to identify injustice and inequality. Minimally demonstrates behaviors or takes part in activities that support diverse individuals and groups.	Adequate ability to identify injustice, and develop strategies to challenge injustice and inequality. Adequately demonstrates behaviors or takes part in activities that support diverse individuals and groups.	Sophisticated ability to identify injustice, develop strategies, and take actions that challenge and address injustice and inequality. Sophisticated ability to initiate actions that assess and seek to improve institutional structures.	

APPENDIX C

DATA

Table 1: Number of Majors in Fall 2014 (Source Data Dashboard)

Term	College	Department	Academic Career	Academic Plan Code	Academic Plan	Option Code	Option Description		
Fall Quarter 2014	Total	<u>546</u>							
	Letters, Arts & Social Science	Total	<u>546</u>						
		Sociology & Social Services	Total	<u>546</u>					
			Undergraduate	Total	<u>546</u>				

Table 2: Number of Majors in Fall 2012-2015 (Source Data Dashboard: Note that fall 2014 figures are different from Table 1. A separate report provided by IT shows about 600 majors in fall 14.)

Term	College	Department	Gender	Ethnicity	Bachelor	Total	Minor
Fall Quarter 2012	Total				<u>454</u>	<u>454</u>	0
Fall Quarter 2013	Total				<u>546</u>	<u>546</u>	0
Fall Quarter 2014	Total				<u>602</u>	<u>602</u>	0
Fall Quarter 2015	Total				<u>604</u>	<u>604</u>	0

Table 3: Number of Graduates in 13/14 AY

Degree Year	College	Department	Academic Career	Major Code	Major	Option Code	Option Description	Admit Type	
2013-2014	Total	<u>163</u>							
	Letters, Arts & Social Science	Total	<u>163</u>						
		Sociology & Social Services	Total	<u>163</u>					
			Undergraduate	Total	<u>163</u>				

Table 4: Student Demographics (Source Institutional Research Flat File)

Sex	2013	2014
	Totals	Totals
Females	388	440
Males	96	98
Total # of Majors	484	538 (our own count yields 546 & Dashboard shows 546 & 600)
Race/Ethnicity	Totals	Totals
Black	127 (26%)	145 (27%)
Native American/Alaskan	0	3 (.005)
Asian	64 (13)	62 (12)
Pacific Islander	4 (.008)	4 (.007)
Hispanic/Latino(a)	153 (32)	187 (35)
White	81 (17)	68 (13)
Mixed	21 (4)	31 (6)
Don't Know	23 (5)	23 (4)
Non Resident	11 (2)	15 (3)

Table5. SCUs/FTES/FTEF/SFRs (Source Institutional Research Flat File)

SOC	Total SCU					term_ftes					term_ftef					term_sfr				
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
TT Fac	2104	2224	2484	2620	2588	140	148	166	174	172	5.9	5.1	5.9	5.5	5.5	24	29	28	32	31
Lecturer	1432	1760	2544	2400	2528	96	117	170	160	169	3.4	3.6	4.3	4.1	4.5	28	32	39	39	37
Lower Division	400	528	704	596	572	27	35	47	40	38	.67	.93	.94	.67	.59	40	38	50	60	64
Upper Division	3028	3452	4324	4424	4544	202	230	288	295	303	7.0	7.7	9.3	8.8	9.5	29	30	31	33	32