



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

College	CLASS
Department	Sociology & Social Services
Program Unit	BA Sociology & Social Service Option (discontinued)
Reporting for Academic Year	2015-2016
Department Chair	Patricia K. Jennings
Date Submitted	7/15/2016

**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 each year

3. Faculty Hires & Assignments:

- submit a request for a T-T faculty hire
- hire additional lecturers

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:

-We submitted all materials for semester conversion. Semester conversion was an opportunity to transform our program. Our transformation included the: discontinuance of the Social Service Option (SSO) (see 15-16 CAPR1); development of several new courses; restructuring of core methods courses; revision of the diversity cores; and, the creation of a capstone course.

-We renewed our participation in the Individual and Society Cluster for AY 2015/16 and 16/17.

Area 2:

-Two assessments were conducted in AY 2015/16. (Details below)

Area 3.

-In AY 2015/16, we completed a successful T-T search for a SOC of Education specialist. Dr.

Donovon Ceaser joined us as an Assistant Professor in fall 2016.

-Dr. Julie Beck's request to be reassigned from CRJA to SOC was approved in 2015/16. She will join SOC as an Associate Professor in fall 2016.

-We received approval to conduct a t-t search in AY 2016/17.

-We hired two new lecturers in 2016.

Area 4.

With the closure of the SSO option, internships will no longer be offered after AY 2016/17 (students enrolled prior to the closure are being "taught out"). In our last report, we announced that SOC 3614, Community Engagement, was approved as a new course. SOC 3614 is offered once each academic year. Community engagement is also incorporated into Immigration, SOC 3612. Each spring Dr. Austin brings students who attend Oakland International HS to campus for a one day visit. Visiting high schoolers are paired with and spend the day shadowing CSUEB students enrolled in SOC 3612.

### **C. Program Changes and Needs**

New t-t hires remain our greatest need given that the number of majors has grown rapidly over the past few years (we have close to 600 majors at this time). Despite three new hires since 2013/14 and Dr. Beck's reassignment, recent retirements and a SOC faculty reassignment (Dr. Vugia was reassigned to SW in 2016) leave us short staffed.

## **2. SUMMARY OF ASSESSMENT (about 1 page)**

### **A. Program Student Learning Outcomes**

PLO1: 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.

PLO2: 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.

PLO3: Students will be able to embrace social diversity, and critically analyze cultural representations of oppressed populations, while working toward equity and empowerment.

PLO4: 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.

PLO5: 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.

PLO6: 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**

PLO3 & PLO5

Dr. Emila Ianeva participated in an ILO assessment of diversity. Our program learning outcome on diversity is closely mapped to this ILO, so the ILO assessment was also used to assess PLO3.

## **C. Summary of Assessment Process**

Embedded course assignments (student essays) were used to assess PLO 3 & PLO 5 (see Appendix A & B). Rubrics were designed to score essays. Scoring for PLO3 was conducted in conjunction with the ILO assessment team. For PLO 5, three faculty members scored essays independently and then compared scores. A comparison of scores suggests that the rubric was a reliable instrument.

## **D. Summary of Assessment Results**

PLO3:

See Appendix A & B for a full report:

Because PLO 3 was assessed as part of a larger ILO assessment, outcomes for Sociology (identified as program #7 on the bar charts) were compared to several other programs (identified by number only). Scores ranged from 1 (little awareness/knowledge of cultural diversity to a high of 4 (strong knowledge of diversity). Results show that the mean score for SOC on three of the four dimensions (cultural self-awareness; respect for diverse populations; knowledge of diverse world views; and, communication with diverse population) was 3.0 or higher. The mean score on communication with diverse populations was somewhat lower at 2.92. Results show that SOC scored higher than all other programs in each of the four areas.

PLO5:

The scale ranged from 1 (novice/lacks proficiency to 4 exemplary). All means were above or approaching the 3.0 mark for the five criteria, reflecting generally proficient to strong demonstration of the individual criteria. The overall mean for the knowledge criterion was 3.20. The overall mean for the ecological criterion was 3.10. The overall mean for the DJS (awareness of the link between inequality and sustainability) criterion was 2.83. It should be noted here that this average was significantly affected by just one of the sample papers which each of the 3 raters assessed as a 1- or novice in content. The overall mean for the Individual relevancy and impact criterion was quite high at 3.77. The overall mean for the application criterion was 3.20.

Recommendations:

PLO5 is captured in only once course. We should work to infuse a focus on sustainability in additional courses such as Global Society and Social Inequality. Writing skills also impacted student's ability to convey knowledge. We are working to address this problem by incorporating more high impact practices that involve written work into a wider range of courses. We also plan on assessing PLO 2 which captures the ability to effectively communicate knowledge of inequality and cultural diversity. Assessment of PLO2 can help us more closely identify problem areas.

Closing the loop:

We have lacked the ability to assess knowledge retention over time. However, the inclusion of a capstone course in our transformed program will help alleviate this problem. For instance, we will be able to assess exposure to PLOs in introductory or intermediate level courses and then assess mastery and retention when students enroll in the capstone course in their senior year.

### **3. STATISTICAL DATA (about 1 page)**

<b>Faculty</b>				
Status	F14	F15	F16	
T-T	8	7	8 (Holly overlaps with SW in f16)	
Lecturers	8	8	9	
<b>Faculty by Race/Ethnicity in Fall 16</b>				
Status	African American	Latino(a)	Asian	White
T-T	2	0	1	5
Lecturers	1	2	1	5

<b>Students by Race/Ethnicity in Fall 2015 (n=611)</b>								
Black	American Indian	Pacific Islander	Asian	Latino(a)	White	Multiple Ethnicity	Unknown	Non-Resident Alien
172 (28%*)	4 (.1)	5 (.1)	57 (9)	231 (38)	63 (10)	37 (6)	22 (4)	20 (3)

\*Due to rounding, percent does not equal 100.

<b>Degrees Conferred in 2015/15</b>	161
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<b>SFRs for fall 14 &amp; f 15</b>			
	F 14	F 15	Notes
T-T	31.18	26.98	
Lecturer	37.13	37.04	
LD	64.41	40.92	F 14 reflect 2 mega courses
UD	31.95	30.32	

## APPENDIX A: SLO 3

### Assessment Report Diversity & Social Justice Spring 2016

Dr. Emilia Ianeva, a Sociology Lecturer, was invited to participate in the assessment of CSUEB Diversity & Social Justice ILO. The Diversity & Social Justice ILO maps to Sociology's Diversity & Social Justice PLO3. Thus, we utilized the ILO assessment as a way to also assess our PLO3. An embedded assignment (see below) served as the assessment instrument and a rubric was created to score the assignment (Appendix A).

#### **Course:**

The embedded assignment was administered in Gender & Society (SOC 3411).

#### **University ILO & Sociology PLO:**

University Diversity & Social Justice ILO has the goal of promoting an ability to recognize and understand the rich and complex ways that group and individual differences and interactions influence society:

Students assessed on this ILO will develop the capacity to interact openly and respectfully with individuals, particularly marginalized individuals, across a full range of human diversity including, but not limited to, race, ethnicity, religion, gender, sexual orientation, age, ability, socioeconomic status, health, and mental health.

PLO 3: Students will possess knowledge of cultural differences and an understanding of how power and privilege produce institutional inequalities and cultural constructions of socio cultural differences.

Sociology's PLO dovetails with the ILOs aim to capture knowledge of diverse groups. For this assessment project we do capture that component of our PLO. However, given that ILO does not assess the role of power and privilege in constructions and treatments of diverse groups, we will need to assess this aspect of our PLO in a future assessment.

#### **Assignment:**

Write a 1000-word essay on the following topic:

Explore primary and secondary socialization in gender by focusing on the diversity of positions and identities of people of different cultures, values, and practices. How would you judge if an adult who lives in the SF Bay Area, home of people who speak over 100 different languages, has been "successfully" (adopt what are considered to be "appropriate" gender norms) gender socialized?

#### **Rubric:**

Scores for each of the four areas on the rubric below range from 4 to 1. A score of 4 indicates sophistication; a 3 indicates an adequate ability; a 2 indicates a limited ability; and, a 1 indicates

little to no ability. The average score on each section (the mean) is a summary score for all of the essays assessed.

<b>CSUEB ILO Diversity and Social Justice Rubric Winter 16</b>				
<b>Description:</b> 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.				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Cultural self-awareness</b>  Attitude / Disposition	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.	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.	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.	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.
<b>Respect for and Interest in Diverse Perspectives</b>  Attitude / Disposition	Sophisticated 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.	Limited understanding and respect for different points of view, and engaging with people of diverse identities and positions.	Little to no understanding and respect for different points of view, and engaging with people of diverse identities and positions.
<b>Knowledge of Diverse Worldviews</b>  Knowledge	Sophisticated 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.	Limited knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.	Little to no knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.
<b>Communication with Diverse Individuals and Groups</b>  Application	Sophisticated understanding of working through differences with diverse individuals and groups.	Adequate understanding of working through differences with diverse individuals and groups.	Limited understanding of working through differences with diverse individuals and groups.	Little to no understanding of working through differences with diverse individuals and groups.

## Results

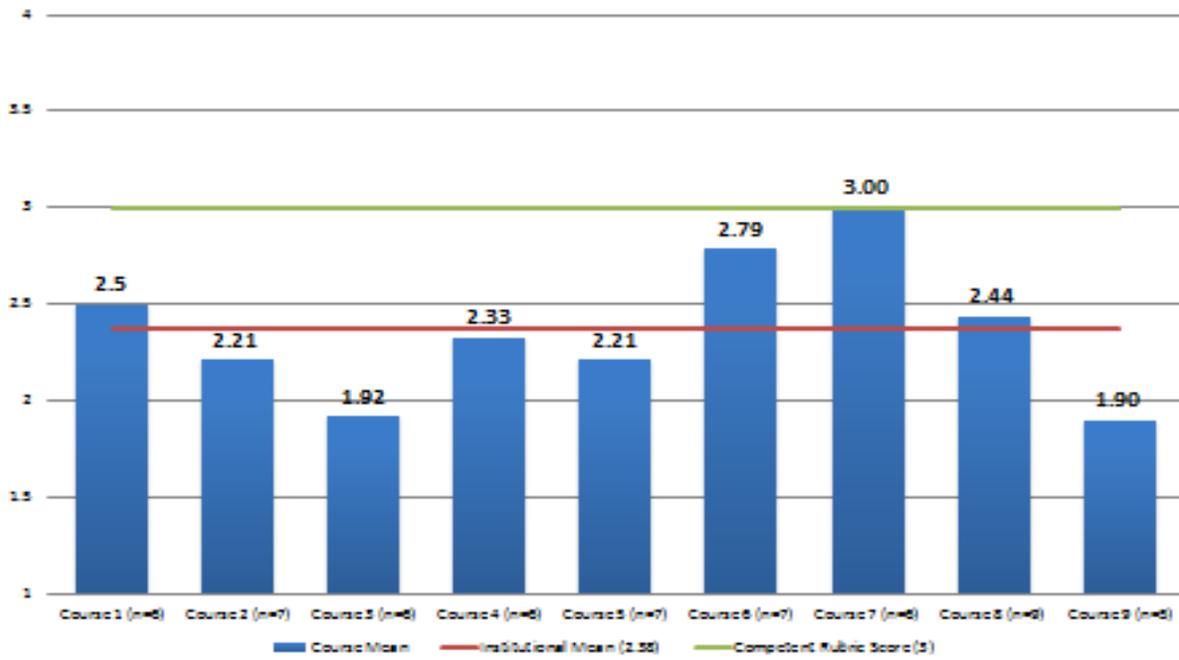
- Nine courses for different programs were identified by a number.
- **Sociology is identified as course #7.**
- The following slides show the mean score on each category of the rubric for each program/course.
- Scores range from 4 (sophisticated ability on the item being scored) to 1 (no ability).

### ❖ BAR CHART LEGEND

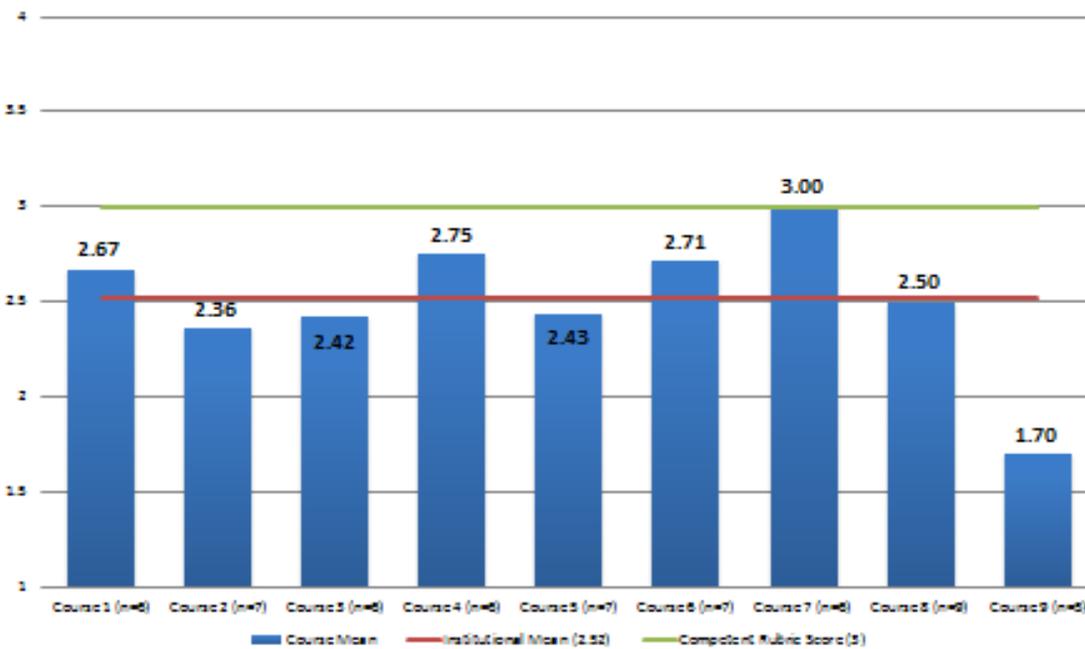
➤ For each of the following bar charts:

- A blue line represents the course mean.
- The red line is the institutional mean
- The green line identifies the competent rubric score.

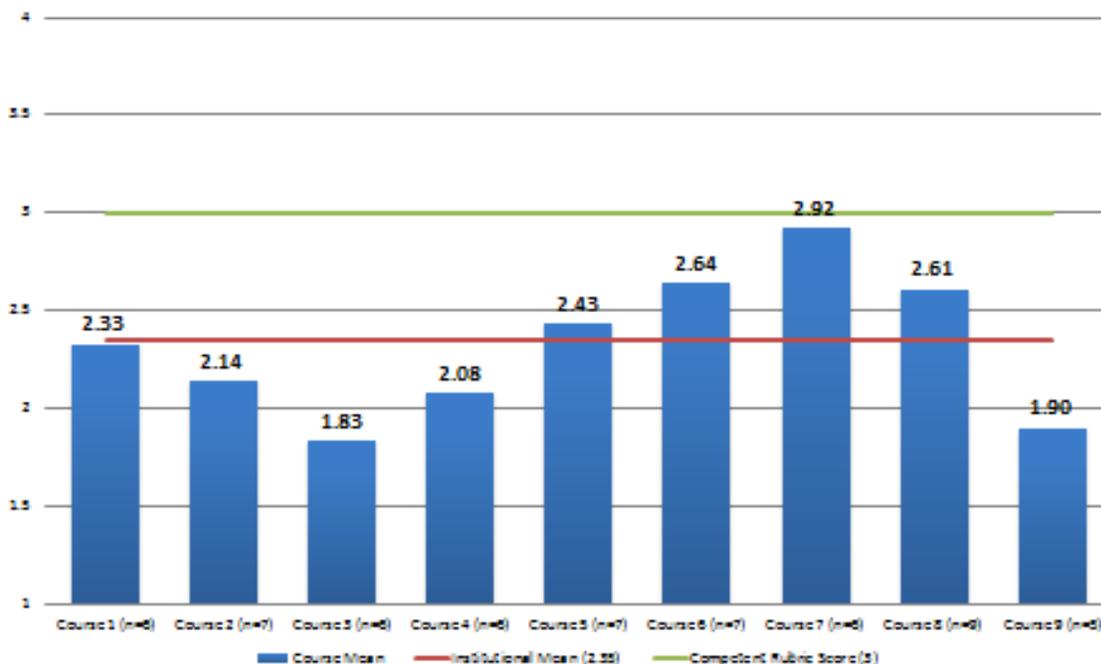
Cultural Self-Awareness (n=59)



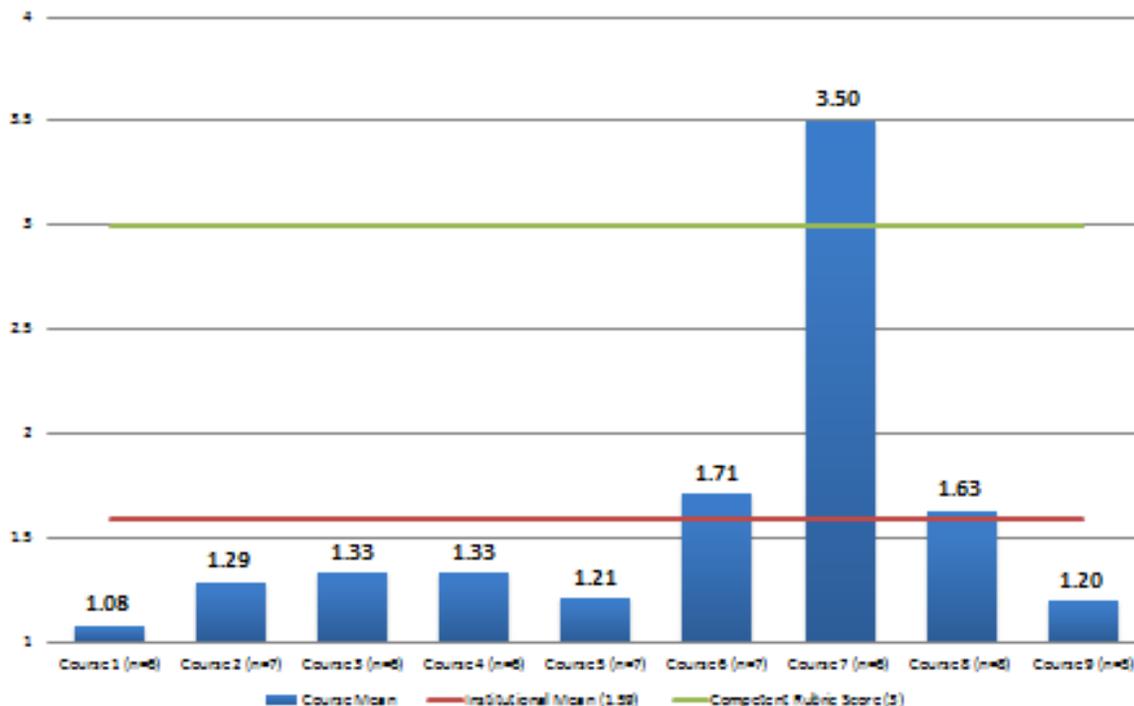
Respect for & Interest in Diverse Perspectives (n=59)



### Knowledge of Diverse Worldviews (n=59)



### Communication with Diverse Individuals and Groups (n=58)



**Discussion:**

In all four categories of the rubric, essays scored for Sociology students enrolled in Gender & Society (SOC 3411) were above the institutional mean and higher than all courses offered in other programs. In all but one category, scores for Sociology essays were at or above 3.0 (competency). In the area of “knowledge of diverse worldviews” the average score fell slightly below the competency mean at 2.92. Although results indicate that students are, for the most part, competent in the four areas assessed, we will consider working on including more assignments in Gender & Society that help students develop stronger knowledge of diverse world views. We will also continue to aim for scores in the other three areas that surpass competency by incorporating more high impact assignments that tap into each area. Plans for our transition to semesters include a plan to develop high impact assignments in each course. Again, future assessments of our diversity and social justice PLO will incorporate an embedded assessment that taps into the role of power and privilege in the cultural construction of difference and in institutionalized race, gender and class inequities.

## Appendix B: SLO 5

### CLASS FACT Assessment Year End Report, June, 2016

<b>Program Name(s)</b>	<b>FACT Faculty Fellow</b>	<b>Department Chair</b>
<b>Sociology B.A.</b>	<b>Sukari Ivester</b>	<b>Patricia Jennings</b>

[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 Learning Outcomes**

PLO1: 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.

PLO2: 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.

PLO3: Students will be able to embrace social diversity, and critically analyze cultural representations of oppressed populations, while working toward equity and empowerment.

PLO4: 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.

PLO5: 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.

PLO6: 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**

PLO5: 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.

## C. Summary of Assessment Process

A rubric and an assignment were designed to assess PLO5: Sustainability. A random selection of papers from ten of the 33 registered students who completed SOC 4422- Environmental Sociology, participated in the assessment. The larger numbers on the rubric represent more positive outcomes, while lower numbers depict poorer outcomes. The scale for the five rubric criteria breaks down then from 1 to 4 points. The five criteria were: 1) Knowledge Description, 2) Ecological Systems Dialogue, 3) DSJ in Sustainability, and 4) Individual Relevancy and Impact. The assignment and rubric are provided below.

<b>Sustainability Rubric</b>					
<b>Criteria</b>		<b>Exemplary (4 pts)</b>	<b>Proficient (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Novice (1 pt.)</b>
<b>Knowledge Description</b> Describe the environmental integrity, social equity, and economic vitality aspects of sustainability and provide examples of how they are interrelated		Well-developed description with appropriate examples provided	Developed description with insufficient examples and/or insufficient description	Incomplete description a/o no examples provided	Neither descriptions nor examples provided
<b>Ecological Systems Dialogue</b> Understanding the interconnectedness between social and environmental systems		Well-developed demonstration of awareness of linkages between social and environmental systems	Developed demonstration of awareness of linkages between social and environmental systems	Incomplete demonstration of awareness of linkages between social and environmental systems	Inadequate demonstration of awareness of linkages between social and environmental systems
<b>DSJ in Sustainability</b> Awareness of social inequality in relation to sustainability and environmental degradation		Well-developed demonstration of awareness of linkages between social inequality and environmental degradation	Developed demonstration of awareness of linkages between social inequality and environmental degradation	Incomplete demonstration of awareness of linkages between social inequality and environmental degradation	No demonstration of linkages between social inequality and environmental degradation demonstrated
<b>Individual Relevancy and Impact</b> Demonstrate how sustainability is relevant to their lives as individuals		Well-developed demonstration of sustainability and personal relevancy	Developed demonstration of sustainability personal relevancy	Incomplete demonstration of sustainability personal relevancy	No demonstration of sustainability personal relevancy
<b>Application</b> Ability to apply the concepts of (environmental, social and economic) sustainability locally, regionally and/or globally.		Well-developed application of concepts of sustainability locally, regionally and/or globally	Developed application of concepts of sustainability locally, regionally and/or globally	Incomplete application of concepts of sustainability locally, regionally and/or globally	No application of concepts of sustainability locally, regionally and/or globally

### *Living Environmentalism Assignment*

*The purpose of this 40 point assignment is to see how the social world and environmental understanding interconnect. On top of that, you had to actually engage in some kind of effort, not just read about it or*

*talk about it. In addition to this, we have been talking about environmental issues and sustainability all quarter. So in this assignment, all of this needs to come together.*

*AND, it needs to come together using BOTH material from the texts we have been reading, and your own words. Because of the points, this needs to be very nicely done. So I'm going to give very specific instructions.*

*1 Tell me about what do the terms environment, community, and sustainability mean to you? Give me 2 example of how environment and community are connected in the texts we have read. What does environment and community have to do with sustainability? (Basically, give me a bunch of info about the interrelatedness of environment, community (social), and sustainability). What role does inequality play in all of these terms? In addressing environmental issues?*

*2. Tell me about how your individual environmental identity has developed over the course of this class (use your previous essays so you can answer this in detail). What were your habits/thoughts/beliefs/ideology before this class started, what are they now, what made them change or not change. Bring up your carbon footprint and what you learned from that. What can you do as individual to be more environmentally aware/active/conscious? What are your environmental privileges/disadvantages?*

*3. Tell me about the environmental work you did. Explain what you did. Go back over your notes and tell me the most significant things you regularly wrote down or remember while you were doing the activity. What did you accomplish, and what was the larger goal of the project. How do you feel about working with people to do environmental things? Did you talk about the environment with others? What was the nature of those conversations in terms of their environmental ideology? What else did you talk about? Did this work or these conversations have any effect on you as an individual?*

*4. Tell me how this class and the work you did have shaped your larger view of 1) the state of the environment, and 2) the ability of human beings to live sustainably with the planet. What were your thoughts before starting this class and now? What do you think people need to focus on, change, or support?*

#### **D. Summary of Assessment Results**

Summary of results: As can be seen in the table below, all means were above or approaching the 3.0 mark for the five criteria, reflecting generally proficient to strong demonstration of the individual criteria. The overall mean for the Knowledge criterion on the 1-4 point scale was 3.20. The overall mean for the Ecological criterion on the 1-4 point scale was 3.10. The overall mean for the DSJ criterion on the 1-4 point scale was 2.83. It should be noted here that this average was significantly affected by just one of the sample papers which each of the 3 raters assessed as a 1- or novice in content. The overall mean for the Individual Relevancy and Impact criterion on the 1-4 point scale was quite high at 3.77. The overall mean for the Application criterion on the 1-4 point scale was 3.20

In sum, students showed very strong Individual Relevancy and Impact competence; with somewhat lower scores on DSJ in Sustainability. The other categories also showed proficient to exemplary competence, as did 8 of the 10 papers overall. Please see table 1 for more detail.

Table 1: Outcomes from *Living Environmentalism*  
 Paper Assignment  
 Winter Quarter 2016, SOC 4422  
 n=10

	Knowledge			Ecological			DSJ			Individual Relevancy			Application			Paper Average
<b>Paper #1</b>	3	2	3	4	2	3	4	3	3	4	3	4	3	3	4	<b>3.2</b>
<b>Paper #2</b>	2	3	3	3	2.5	3	2	2	4	4	4	4	2	4	4	<b>3.1</b>
<b>Paper #3</b>	4	4	4	4	4	3	4	4	3	4	3.5	4	4	4	3	<b>3.77</b>
<b>Paper #4</b>	4	3	4	4	3.5	3	4	4	3	4	4	3	4	4	3	<b>3.63</b>
<b>Paper #5</b>	3	3	3	3	3	3	4	3.5	3	4	4	4	4	3	4	<b>3.43</b>
<b>Paper #6</b>	3	3	3.5	3	4	3	3	3	3	4	3	3	3	3	3	<b>3.17</b>
<b>Paper #7</b>	4	2	3	3	2	3	2	1	2	4	3	4	3	3	4	<b>2.87</b>
<b>Paper #8</b>	3	4	3.5	3	4	3	4	3.5	4	4	4	4	2	4	3	<b>3.53</b>
<b>Paper #9</b>	3	3	3	3	3	3	1	1	1	4	4	3	2	3	3	<b>2.67</b>
<b>Paper #10</b>	3	3	4	2	3	3	1	3	2	4	4	3.5	4	3	3	<b>3.03</b>
<b>Inter-Rater Average</b>	<b>3</b>	<b>3</b>	<b>3.4</b>	<b>3.2</b>	<b>3.1</b>	<b>3</b>	<b>2.9</b>	<b>2.8</b>	<b>2.8</b>	<b>4</b>	<b>3.65</b>	<b>3.65</b>	<b>3.1</b>	<b>3.4</b>	<b>3.4</b>	
<b>Categorical Average</b>	<b>3.20</b>			<b>3.1</b>			<b>2.83</b>			<b>3.77</b>			<b>3.3</b>			<b>3.24</b>

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

1. Recommend that the department assess PLO2 on communication and writing in 2016-2017, as writing was observed to be a continuing challenge in some of the sampled assignment papers.
2. Recommend that the department develop a plan and rubric to utilize the capstone assignment for longer term departmental assessment, now that a capstone course will be included in the major with the conversion to semesters.