

**California State University, Fullerton**

**Department of Sociology**



**Program Performance Review**  
2006-2013

## TABLE OF CONTENTS

Department/Program Mission, Goals and Environment	2-3
Department/Program Description and Analysis for the Undergraduate Program	3-9
Department/Program Description and Analysis for the Graduate Program	9-13
Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes in the Undergraduate Program	13-15
Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes in the Graduate Program	15-18
Faculty	18-20
Undergraduate Student Support and Advising	20-22
Graduate Student Support and Advising	22-23
Resources and Facilities	23-24
Long-term Plans	24-25
APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS	26-28
APPENDIX II. GRADUATE DEGREE PROGRAMS	29-30
APPENDIX III. DOCUMENTING ACADEMIC ACHIEVEMENT	31
APPENDIX IV. FACULTY	32
APPENDIX V. CURRICULUM FOR DEGREE COMPLETION PROGRAM	33

## ***I. Department/Program Mission, Goals and Environment***

*A. Mission statement:* Consistent with the mission of the University and the College of Humanities & Social Sciences, the mission and purpose of the Sociology Department are to deliver rigorous curriculum, and provide a foundation for our students' learning and success as engaged thinkers, leaders, and global citizens. We serve students, the discipline, and communities by fostering and integrating critical problem-solving, social analysis, research methods, and the sociological perspective. We incorporate multifaceted pedagogies to encourage reflexive learning among our diverse students.

*Department goals:*

- 1) Foster and integrate sociological teaching, mentorship, and high quality co-curricular activities to ensure the preeminence of learning.
- 2) Provide high quality innovative undergraduate and graduate programs that meet the learning, career and practical needs of our students, community, and region.
- 3) Support and enhance faculty and student research capabilities and collaboration.
- 4) Enhance service and community partnerships, civic engagement, and global awareness.
- 5) Strengthen departmental collegiality, sense of community, democratic governance, and transparency, as consistent with the values of the sociology discipline.

*B. The Sociology Department's response to changes and trends in the discipline.*

Sociology's distinguishing strengths reside in its multidisciplinary location, multiple methodologies, and diverse theories, used to describe and understand social facts and social problems, to disseminate sociological knowledge, and to promote social action and justice. Two trends in the discipline are the move to understand the impact of globalization on societies, economies, cultures, and social relations and sociology's more public role in addressing such social change as well as the discipline's role in social justice struggles.

Our Department has responded to two such transformations through hiring faculty who research social transformation from a range of sociological subfields (political and economic sociology, human rights, critical globalization studies, neocolonialism, demography, race, class, gender, and sexualities, sociology of health and religion, to name a few) and who draw from current research in these subfields to develop sociological curriculum and teach about these trends. Our goal has been to involve both undergraduate and graduate students in faculty research and teaching in these areas. We are also building our community relationships to encourage students who are trained in these areas to work within the wider community, and apply this sociological knowledge. This expertise of the Department is particularly important for the Southern California region, which is impacted by many of the processes we study and about which our students learn. Thus partnerships are key to our teaching and we are best aligned to prepare our students to become part of this shifting global work force.

*C. The Sociology Department's priorities for the future.*

- Develop co-curricular and civic engagement teaching and learning.
- Transform the undergraduate curriculum in line with Department mission and goals.
- Broaden our Department's connections to the communities we serve.
- Grow our diverse faculty body by continuing to expand our areas in general sociology, with a strong emphasis on social inequalities, sociological theory and methodological training.
- Focus our departmental resources to deliver tangible outcomes that are in line with these priorities.

*D. Connecting Special Session programs to the Sociology Department's mission, goals and priorities.*

In line with the Department mission to “incorporate multifaceted pedagogies to encourage reflexive learning among our diverse students,” and the Department goal to “Provide high quality innovative undergraduate and graduate programs that meet the learning, career and practical needs of our students, community, and region,” the Sociology Online Degree Completion Program was developed in collaboration with CSUF University Extended Education, specifically to enhance access for diverse non-traditional students who for a number of reasons struggle to complete their degrees in the traditional 16-week semester, face-to-face pedagogical mode. Cognizant of the potential to sacrifice quality and rigor that often plagues the privatized online education industry, the Sociology Department set out to develop a high quality innovative undergraduate degree completion program that maintains the reputation, rigor, and reflexivity of our traditional programs. Hence, the degree completion program was collectively built internally by our core full-time sociology faculty, as well as invited faculty CSUF colleagues from anthropology, philosophy, human services, and computer science.

## ***II. Department/Program Description and Analysis for the Undergraduate Program***

*A. Identifying curricular changes in the **undergraduate** program.*

A.1 Curriculum and Course Changes:

Sociology 308 “Writing for Sociology Students” was made a requirement for all majors and it constitutes the designated writing requirement course for our undergraduates. Sociology 309 “Computer Applications in Sociology” was changed from a required course to an elective, given the faculty’s determination that the course no longer addressed the gap of basic computer instruction. Several courses have been added to the curriculum, including SOCI 325 “American Drug Scene,” SOCI 429 “Sociology of the Welfare State,” and SOCI 445 “Gender and Work in Global Perspective.” The undergraduate committee also carefully evaluated and updated course titles and descriptions to more accurately reflect current trends in the discipline, as well as the substantive content of courses. For example, SOCI 357 “Minority Group Relations” was changed to “Race and Ethnic Relations,” SOCI 354 “Sociology of Sex Roles” was changed to “Gender, Sex & Society,” and SOC 473 “Formal Organizations” was changed to “Social Behavior and Organizations.” One new course, SOCI 417 “Violence Against Women & Girls: Global Realities” has been approved as a special and another has been submitted for approval to the College Curriculum Committee: SOCI 456 “Immigrant Orange County.”

Finally, numerous courses have been approved for online instruction. The changes in the sociology curriculum reflect the larger University’s strategic plan, which includes preparing students for participation in a global society and responding to workforce needs. For example, the new courses offered focus on timely issues that are global in nature and reflect knowledge that is increasingly valued in the workforce. Similarly, they reflect the HSS High Impact Practices (HIP) and the Association for American Colleges & Universities (AACU) High-Impact Educational Practices of fostering diversity and global learning in the classroom.

A.2 Changes to the Concentrations:

The Department’s concentrations are designed to help students become knowledgeable in a specific sub-field of sociology, which they can claim as a specialty (see Table 1 below). These are designed to enhance both academic and professional learning, as employers seek students with specialized knowledge. Furthermore, concentrations can reflect the HIP of creating common intellectual experiences for students, particularly as work to develop our curriculum so that cohorts can reflect required courses on

their common learning experiences within concentrations. Currently, there are six concentrations in the undergraduate curriculum. Previously, a capstone was required to complete a concentration, however, this requirement has been removed and replaced with the more substantial SOCI 308 “Writing for Sociology Students.” Course requirements for the concentrations have also been updated. Each concentration has a required core course, and requires nine units of electives within the specified sub-field of sociology. The electives are chosen from a group of classes that have been designated as appropriate for solidifying students’ knowledge in the concentration areas. The group of electives for each concentration has been streamlined and reduced in number, such that the electives students take, clearly contribute to accruing knowledge that is specific to the sub-field of the concentration.

### A.3 Prospective Changes to the Concentrations:

The undergraduate curriculum committee continues to work on revising and improving the concentrations, such that the academic and professional benefit to students is maximized. The following concerns are guiding the undergraduate committee’s examination of the concentrations: (1) There may be too many concentrations, such that electives overlap and a student may be able to complete more than one concentration; (2) each concentration has only one required course; (3) not all of the concentrations have a 400-level course requirement included; and (4) too few students are declaring and completing concentrations. Although these do not represent curricular problems nor do they impede students’ time to graduation, these statistics indicate something for the curriculum committee to attend to given the Department’s overall desire to increase curricular rigor and contribute to the University’s goal of preparing students for participation in a competitive workforce. As the Department continues to address the above concerns, the concentrations will be strengthened so that those students who adopt concentrations will have specialized sociological knowledge that can facilitate their success in graduate school and/or the workforce. Table 1 below presents the most recent data on the concentrations:

**Table 1:** Concentrations among Sociology Majors, Fall 2012

<b>Sociology Majors 2012</b>	<b>f</b>	<b>%</b>
<b>No concentration declared</b>	629	81.4%
<b>Deviance and Social Control</b>	26	3.4%
<b>Race, Class, and Gender</b>	13	1.7%
<b>Aging and the Life Course</b>	4	0.5%
<b>Education</b>	29	3.8%
<b>Family</b>	33	4.3%
<b>Social Work</b>	39	5.1%
<b>Total</b>	858	100.0%

About 20% of sociology majors had declared a concentration in Fall 2012. Among the 858 Sociology majors, the most popular concentrations were Social Work (5%), Family (4%), Education (4%), and Deviance and Social Control (3%). The other concentrations had less than 20 students combined and were declared by less than 3% of all majors: Race/Class/Gender (2%) and Aging and the Life Course (<1%).

### A.4 Changes to Gerontology Program:

There have been several changes made to the role of Gerontology in the Sociology Department. Once housed in our Department, Gerontology (which has always been a stand-alone program) is now housed within the College. Second, the concentration in Gerontology was changed to Aging and the Life Course to better reflect the discipline of Sociology. Third, two courses – SOCI 133 “Introduction to

Gerontology” and SOCI 433 “Aging and Social Services” – were previously cross-listed as Sociology and Gerontology courses, but are now solely Gerontology courses. These changes contribute to making the curriculum reflect the current trends in the discipline and strengthen the sociological foundation of the curriculum.

#### A.5 Rigor of 400-Level Courses:

The undergraduate committee is also working on developing strategies to infuse rigor into 400-level courses. Again, increasing the rigor of 400-level courses helps to advance the University strategic goal of preparing students to enter a competitive global society and workforce. One strategy we plan to explore to improve rigor is to make them writing intensive, which reflects HSS and ACCU HIPs.

#### A.6 Projected Curricular Changes:

The department is currently considering making a variety of changes to advance HSS High Impact Practices. First, the department assessment all syllabi in Fall 2013 indicates that too few courses incorporate data analysis as a student learning object. There is support to initiate a course change to convert the outdated Sociology 309 (Computer Applications) to a data analysis course that includes an empirical project. Second, the department is revising the internship program by developing community partners appropriate for placement and assuring stronger ties between the faculty and the placement. Third, the Undergraduate Committee is streamlining the number and revising concentrations to strengthen rigor and to reduce overlapping electives; the Department is considering incorporating High Impact Practices into each concentration by contemplating the addition of a terminal option such as service learning, internship or completion of an empirical project in the revised Sociology 309 course. Fourth, the department may implement capstone and internship courses to help students synthesize the sociological knowledge they have learned throughout their classes, as well as apply their sociological knowledge in the community. These activities and processes will better prepare students for entering graduate school and/or the workforce.

### B. *Structure of the **undergraduate** degree program.*

#### B.1 Major Requirements:

Students majoring in sociology are required to complete a minimum of 36 units of course work in sociology. Included within the 36 units are 12 units of core courses required of all majors and 24 units of adviser approved electives tailored to each student's career objectives. In addition to the minimum of 36 units, students must satisfy the 3 unit writing requirement listed below. At least 27 units must be upper division. A total of nine adviser-approved units may be transferred from a community college.

#### **Required Core Courses (12.5 units)\*\***

Sociology 101 Introduction to Sociology (3)  
Sociology 302 Social Research Methods (3)  
Sociology 303 Statistics for the Social Sciences (3)  
Sociology 410 Theories of Social Behavior (3)

#### **Writing Requirement (3 units)**

Sociology 308 Writing for Sociology Students (3)

\*\* Sociology majors who started their college career prior to Spring 2002 are also required to take Sociology 309. Such students are required to take only 21 units of electives in Sociology and 15 units of Required Courses.

The required courses are designed to provide a strong foundation for students to develop a sociological perspective and to solidify their theoretical and methodological training. In these courses, students learn the principles of classical and contemporary sociological theories, as well as how to utilize theory in the formulation of research design and the practice of social research. They also acquire skills in research methods, including quantitative, qualitative, and mixed methods. This coursework reflects the HSS and ACCU HIP of undergraduate research. Finally, they become well versed in understanding and theorizing about a wide range of sociological issues and social problems that are local and global in nature. This supports the HSS and ACCU HIP of diversity and global learning.

#### B.2 Electives:

Students are to select a minimum of 24 units of elective course work in sociology, consistent with their career objectives. Such flexibility in elective selection has allowed the sociology degree program to remain exciting, innovative, and flexible to students' work and career-related interests, while maintaining a strong training in core sociological frameworks and research tools.

#### B.3 Student Learning Outcomes:

The Department of Sociology's curriculum advances the student learning outcomes (SLOs 1-11) described below:

#### ***Sociological Perspective (Key Courses: Introduction to Sociology and Theories of Social Behavior)***

- 1) Define and apply the basic concepts of sociology, including culture, status, roles, norms, institutions, social class, race, gender, and inequality.
- 2) Understand the role of theory in sociology by evaluating the foundations of sociological theory and evaluating major modern theories such as functionalism, conflict theory, symbolic interactionism, and feminist theory.
- 3) Understand the macro structure of society by (1) evaluating and applying various theoretical positions, (2) explaining social order and social change, and (3) explaining the functions of social institutions and their interrelatedness.
- 4) Understand the microstructure of society by evaluating and applying various theoretical positions that explain the reciprocal relations between individuals and the groups in which they are embedded.

#### ***Research Methods (Key Courses: Social Research Methods, Statistics for the Social Sciences, Writing for Sociology Students)***

- 5) Understand the design of research, including (1) sampling, measurement, and data collection, (2) sampling design construction that illustrates the principles of random selection and stratification, (3) identification of possible measures of concepts, (4) distinguishing between reliability and validity, and (5) identifying the strengths and weaknesses of alternative methods of data collection.
- 6) Understand ethical issues that arise in the course of research, such as (1) identifying the critical ethical issues in research such as confidentiality, informed consent, and minimization of risk of subjects, (2) developing an awareness of the various professional codes of ethics (ex. the code of ethics of the American Sociological Society), and (3) identifying studies that illustrate the critical ethical issues in research.

#### ***Data Analysis and Computer Competency (Key Courses: Social Research Methods, Statistics for the Social Sciences, Writing for Sociology Students)***

- 7) Understand both quantitative and qualitative analyses of data; present statistical information about one or more variables; compute and interpret various statistics about variables in samples; conduct inferential testing in order to generalize about population parameters using sample statistics; use qualitative data for generating and applying theory; write a research report that analyzes both quantitative and qualitative data.
- 8) Acquire computer competency for analyzing and presenting sociological findings; become competent in the use of various on-line data bases of published research and in the application of various software packages for quantitative and qualitative data analysis (e.g. SPSS); become competent in the use of word-processing software for the purpose of writing sociological papers and reports; become competent in the use of software packages for presentations (e.g. Power Point, Excel); become familiar in the use of the Internet to research sociological topics.

***Skills (Key Courses: All Core Courses)***

- 9) Think critically by identifying the structure of an oral or written argument and by identifying the weaknesses in the structure of the argument, its background, assumptions and evidence; identify basic fallacies in reasoning.
- 10) Communicate effectively through the use of critical reading, writing and speaking skills; read and understand professional-level sociological reports; practice sociological writing that is clear, grammatically and substantively correct, and well-organized; make oral presentations on sociological material, acquired through research in small groups or conducted outside of the classroom.
- 11) Identify, evaluate and competently use sociological information; acquire understanding of information-seeking practices from both traditional and digital sources; recognize the power of information and demonstrate ethical practices and academic integrity as consumers and producers of information.

C. *Data discussion of **undergraduate** student demand for the unit's offerings; over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, time to degree. (See Appendix I)*

Between 2005-2006 and 2012-13, there was a steady increase in the number of students who applied, were admitted, and enrolled as sociology majors. We saw a large increase in first-time freshman applying as sociology majors (Table 1-A). The number applying in 2005-06 was 244. The number of applications steadily increased and by 2012-13 had more than doubled (652). The admissions were more competitive as a result, starting with a 52% admission rate in 2005-06 and ending at 39% in 2012-13. Most of our new enrollment comes from upper division transfers. The number of applications from transfer students also increased over the observed period, starting at 598 and doubling to 1230 (Table 1-B). Again, the admission rate became more competitive over time. Our overall enrollment for both first-time freshman and transfer students increased from 168 to 228, a growth of 35% (Table 1-A, 1-B). In all, the following bullet point assessment points to our growth as a department since the last review:

- Sociology serves a large number of students. The undergraduate FTES fluctuated between 666 and 749 over the period (Table 2-A) but is generally above 700.
- The number of sociology majors has increased over the study period (Table 2-B). Our undergraduate annualized headcount grew from 499 (2005-06) to 708 (2012-13), a growth of 42%. The College of HSS had a decline of 3%, and the University had a growth of 7% during the period.
- Our annual FTES from undergraduate majors grew by 52% (from 374 to 569).

As to be expected, graduation rates for first-time freshman were lower than for upper division transfer students (Tables 3-A & 3-B). However, first-time freshman represent a small proportion of our total



student enrollment, which mostly consists of transfer students. About a quarter of the first-time freshman that started in sociology, graduated in sociology within five years (Table 3-A). In some years, a few more either graduated in 6 years or persisted into another year in the major. Many graduated with another major. The percent that remained within sociology and graduated within 6 years is low (between 14 and 35%), although this is comparable to similar graduation rates for the College and University.

For transfer students most remained in the sociology major and the majority graduated within four years (Table 3-B). Out of all the enrolled transfer students, between 60 and 80% graduated in 6 years or less with a degree in sociology. This is substantially higher than both the University rates (between 61 and 63%) and College rates (between 60 and 64%) for transfer students graduating in 6 years or less within the initial major. A minority transferred to other majors (about 10% of the initial cohort graduated outside the major). The overall, average graduation rate for our transfer students was 81% (within six years, between 2000 and 2006), compared to 76% and 73%, College- and University-wide, respectively.

Finally, we increased the number of Bachelor's degrees we awarded over the past 5 years from 186 (2008-09) to 245 (2012-13), a growth of 32%. On average, 228 Bachelor's degrees were awarded each year (Table 4), for a total of 1,141 over the past 5 years.

#### *D. Undergraduate enrollment trends.*

Enrollment in the sociology major has increased over time. Most of that increase has come from an increase in sociology majors. The number of first-time freshman and transfer students admitted under sociology has increased. However, the increase demand and increased enrollment has not been accompanied by a substantial increase in FTEF. We started with 25.4 FTEF in 2005-06 and had only 26.6 FTEF in 2012-13 (Table 9). Naturally, we cannot have an ideal (say 25) SFR under these circumstances. Our SFR increased from 27.2 to 28.2 over the past 7 years.

#### *E. Planned undergraduate curricular changes.*

In the short term, opportunities will be sought to incorporate High Impact Practices into the curriculum. Writing-intensive courses and seminars to encourage faculty-student collaboration and civic engagement/ community-based learning will be explored. In the long term, the Department will evaluate the skills needed by employers and alumni and how our curriculum can meet those needs. We will work with both the University Strategic Plan Goals 1 and 2, as we align these with our department curriculum goals.

#### *F. Special Sessions self-support programs.*

##### F.1 Summer/Intercession Courses:

The Department offers a limited number of courses during intercession and summer. The offered courses include core, required, and GE courses to help facilitate students' progress toward graduation. Hence, these sessions help the Department work toward the university goal of increasing persistence and graduation rates, by providing students with alternative opportunities outside of the academic school year to complete the program's requirements.

##### F.2 Online Degree Completion in Sociology:

*Description of program and requirements.* The Sociology Online Degree Completion Program launched in the Fall of 2013 with a cohort of 25 students. The program is currently in its second year and a cohort of 37 students entered in Fall of 2014. The program is a self-support program designed to provide non-traditional and returning students who are unable to come to campus, with the opportunity to complete

their degrees. In this way, the program supports the HSS and ACCU HIP of supporting diversity and global learning, as well as the University strategic goals of responding to workforce needs. Given that a disproportionate number of students in the program are former CSUF students, women, and students of color, the program also advances the University's strategic goals of improving student persistence and graduation rates, as well as closing the achievement gap for underrepresented students.

The program is designed to be equal in rigor to the traditional program. In order to be admitted to the program, students must meet the following requirements; student candidates must have:

- 69-70 transferrable units
- A minimum of 30 semester units in CSU-approved General Education coursework with a grade of C or better
- Completion of an Introduction to Sociology course with a C or better
- The "Golden Four" requirements with a grade of C or better:
  - Oral Communication
  - Written Communication
  - Critical Thinking
  - Mathematics/Quantitative Reasoning
- Good academic standing at the last college or university attended

Students may be conditionally admitted if they are in the progress of completing Golden Four courses and/or Introduction to Sociology.

*Program Structure and Curriculum:* The online degree completion program is cohort based and students follow a set schedule of classes. Classes are eight weeks long and are taken one at a time to make the program manageable for working students and/or students who have children; this facilitates matriculation to graduation. The courses in the program's curriculum were specifically chosen for the benefits that they can provide to working adults and their employers, which reflects another effort of the program to prepare students to participate in a global society and respond to workforce needs. Appendix V summarizes the curriculum for the online degree completion program.

Students are able to apply Pell Grants, Cal Grants, and Stafford Loans toward their tuition. The tuition is \$425 per unit. Faculty are compensated for development of course shells and are provided with technological support from OASIS.

### ***III. Department/Program Description and Analysis for the Graduate Program***

#### *A. Identifying curricular changes in the **graduate** program.*

Since the last review, we have implemented four major changes to the program. First, we have transitioned to a cohort model where students move through a core set of classes at the same time, adding in appropriate electives, which differ depending on the unique needs and interests of the student. In order to accomplish this goal of applying an HIP practice in the form of a "learning community," we eliminated spring admissions and reduced the number graduate students admitted, which allowed us to aim for a cohort of approximately 20 students who would all begin the program in the Fall semester. Our goal is to admit slightly fewer students and to ensure that we have the faculty resources for mentorship, and teaching-commitment to help these graduate students move quickly through our MA program. This programmatic change aligns with the University strategic plan goal #2 of improving student persistence, increasing graduation rates, and narrowing the achievement gap for underrepresented students.

Second, and in conjunction with the above University strategic plan goal #2, we have made a concerted effort to facilitate graduation by drawing from the close mentorship of the graduate adviser and other

faculty who teach core graduate courses who can identify students who may need additional help to complete the program. These graduate teaching and mentoring faculty work to refer these students to writing and statistics workshops and discuss additional strategies for improving graduate students' participation in the program. We have also revitalized the comprehensive exam option for students who do not wish to complete a thesis or project. The greater availability of the comprehensive exam option, along with the concerted effort of the faculty, the graduate adviser, and referrals to and coordinated support from graduate studies (e.g. Enhancing Post baccalaureate Opportunities at Cal State Fullerton Hispanic Students (EPOCHS) mentoring program and the ULC graduate writing specialists), have aligned to increase graduation rates as well as timely completion of the program for all students including underrepresented students.

Third, we reorganized the sequence of required classes and added a new class, SOCI 585, the "Practice of Sociology." Offered in the first semester of a student's curricular schedule, this class is designed to address their misunderstanding of how to bridge the gap between theory and research design; it also provides a much-needed forum for professionalization and socialization into the field of sociology. This course also meets the graduate writing requirement.

Fourth, based on a program evaluation conducted as part of an MA project by a former graduate student (Erin Shelton) and with the help of a Faculty Enhancement and Instructional Development Grant from the FDC, we have revised the teaching symposium class by: (1) expanding the number of participating schools and mentors, (2) adding a seminar component in addition to classroom placement, and (3) adding a mock application, interview, and teaching demonstration component in conjunction with faculty at Mt. San Antonio College (Mt. SAC).

#### *B. Structure of the **graduate** degree program.*

There are five required classes plus a terminal option of completing a thesis, project, or comprehensive exam, as part of the MA in Sociology (18 units). The required classes are organized in a sequence through which students move together as they advance in the program. Students also choose four electives (12 units), primarily from a selection of sociology graduate seminars (SOC 501T) and our teaching symposium class (SOC 596). However, electives may be filled with 400-level classes or graduate-level classes outside the department with prior approval from the graduate adviser and the HSS Dean and in accordance with UPS 270.103.

The first semester, all students take two core classes – SOCI 585 "The Practice of Sociology" and SOCI 581 "Theory." This semester is designed to lay the foundation for students to transition from consumers to producers of sociological knowledge. Their work in these first semester seminars is designed to encourage intensive reading, articulation of student thoughts in seminar meetings, and application of student reading comprehension through seminar dialogue, etc. They begin to explore their own research interests and how these interests can fit within the theoretical and methodological traditions of sociology. In SOCI 585 "The Practice of Sociology," a faculty member visits the seminar each week and discusses a sociological keyword that is prominent in their research; students read work samples provided by the faculty member prior to the class. The guest faculty member facilitates this discussion, which gives students the opportunity to get to know the faculty in the department who regularly work with graduate students on theses, projects, teaching, and research as well as how to begin conceptualization of their own research based on key conceptual areas of interest within sociology. Students are encouraged to seek out faculty to continue the conversation, and explore potential working relationships. Many collaboration projects have developed out of this seminar experience. Another main goal of the first year semester is for students to get acquainted with their cohort and to begin working with fellow students on collaborative projects. Students consult with the graduate adviser before registering for classes in their second semester.

Second semester students take a course in research methods, SOCI 502A, and begin to explore substantive topics with a required 501T, which is often an elective sub-field in sociology. The goal of this semester is for students (1) to begin narrowing their research interests, (2) to identify a specific research question of interest, and (3) to apply the appropriate methodological approach and methods to answer this question. They also learn the basics of practicing the major methods utilized within sociology: surveys, focus groups, qualitative interviews, ethnography, content analysis and document analysis, and comparative historical methods. Students write a full thesis or project proposal as the final assignment in this class and assemble an IRB application. This positions students to apply for IRB approval and to begin conducting their research over the summer, or to help them identify areas of strength and weakness in research design and thus refine their proposal accordingly the following year. Students focused on qualitative research are encouraged to take a SOCI 501T “Methods of Qualitative Analysis” seminar during their second semester as one of their electives and so that they are prepared to conduct their research over the summer. Students also meet with specific faculty more regularly and to identify potential thesis/project chairs. In this semester (or the previous one if appropriate), students work with the graduate adviser to craft a study plan that meets their needs; choose a terminal option of thesis, project, or comprehensive exam; and identify committee members.

The third semester, students take quantitative methods and statistics (SOCI 502B) along with electives. In 502B, they learn how to quantitatively explore the issues related to their topics and research interests. In addition, they learn how to find, examine, and interpret data on a range of sociological topics. Students also take one to two electives in this semester and which contribute to their formal thesis/project research and writing. Students often take an independent study class with a faculty mentor during this semester or enroll in the teaching symposium class.

The final semester, students take any remaining electives and complete their terminal option. The department currently offers three terminal options: thesis, project, and comprehensive exams. This terminal option is designed to be a capstone project integrating all that they have learned over the last two years about theory, methods, and knowledge of a substantive area in sociology. Students can choose to do this in a standard academic-style thesis or apply this knowledge to a more practical or applied research question, as in the project. Alternatively, students can choose to demonstrate this knowledge in a comprehensive exam format, which includes an exam in statistics and methods, theory, and a substantive area of choice (from a set of delineated choices). Over the last few years, the graduate committee has developed clear guidelines and flow charts as a standardized set of mentorship materials available to all graduate students who seek to prepare for the thesis and project options. These handbook materials break down the necessary components of a thesis, project, and outline the steps and components of a thesis defense. The flowcharts guide students through the necessary institutional steps of starting through filing their thesis. These documents also offer faculty who mentor graduate students a standardized set of criterion for completion of the thesis and project. We are in the process of doing this for the comprehensive exams as well. We currently have agreed upon bibliographies in theory, methods/stats, and substantive areas, prepared by faculty with expertise in these areas. Students have access to these bibliographies to aid their preparation/studying for the comprehensive exams. Students also typically meet with faculty for mentorship in preparation for this terminal option.

C. *Data discussion of **graduate** student demand for the unit’s offerings; over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, time to degree (see Appendix II).*

Over the past five years, we have worked to reduce the size of the incoming graduate cohort and only conduct admissions for fall in order to create a cohort learning community. We aim to accept between 25 to 30 applicants per year for a cohort size of roughly 20; cohort size varies from year to year. This number is based on the size of the cohort that the department has determined it can effectively serve. Admittance is also based on our assessment of the capability of the candidates to complete a graduate-

level program. We remain flexible with our number of admits because we also never turn away well-qualified applicants, even if our cohort size might exceed 20.

Over the past five years, the number of applicants has declined. We believe this is due to a combination of three things: the elimination of spring admissions, the re-opening of CSULB's master's program, and our more selective admissions process. With the exception of 2009-2010 our yield has remained fairly similar to the yield in the past. A more qualitative assessment suggests we are seeing more students for whom CSUF terminal MA program as a back-up plan for candidates' lack of successful admittance into PhD programs. Some of these students withdraw their applications once admitted elsewhere. One particular weakness is our budget uncertainties and CSUF restrictions on fee remissions and guaranteed GA support; we thus are unable to compete with programs such as SDSU who offer such guarantees. However, the availability of fee waivers (1 in last 5 years), Graduate Equity Awards (6), and EPOCHS small research grants (numerous) through graduate studies has helped. At graduate advisers' meetings, we have relayed our concerns about funding to the dean's office and the director of graduate studies. In the meantime, one of our goals this year is to try to increase awareness of our program and increase the number of our applications. We are currently working to revise our webpage and promotional materials. We are also trying to create a longer-term plan to contact departments directly to advertise our program and to have a more regular presence at graduate fairs.

While our decision regarding enrollment has translated into lower graduate FTES and headcount, it has also benefitted graduation rates. Although we are just starting to see the results, the graduation rates for the 2008 and 2009 cohorts are dramatically higher than that of previous cohorts and the time to graduation is shorter. For the 2008 cohort, 44% graduate in three years and 61% graduated in four years. For the 2009 cohort, 71% graduated within three years. In comparison, the three year graduation rates for the 2002 to 2006 cohorts ranged from 12.5% to 36.8% and four year graduation rates ranged from 29.2 to 50%). While we do not have the full data on the cohorts admitted after 2009, 41% of the 2010 cohort graduated within two years, a number higher than the three-year graduation rates and on par with the four-year graduation rates of the 2002 to 2006 cohorts.

In addition to the improvements in our graduation rates and time to graduation, we have dramatically increased the proportion of students who are minority students from roughly 40% of the cohort for Fall 2008 to 70% and 80% of the last four cohorts. Our program is very strong in preparing historically under-represented students for PhD programs and careers in community college teaching. We expect to continue to serve a very high proportion of these students in the future. In addition, we expect the higher graduation rates and shorter time to completion to continue and we are proud of this accomplishment, which is directly in line with the university's strategic goal #2.

*D. **Graduate** enrollment trends & sufficient enrollment to constitute a community of scholars to conduct the program (see Appendix II).*

The current cohort size is perfect for creating a community of scholars because students all know one another and tend to work together. Seminars are small enough to allow for concrete discussion and application of work within the classroom setting. We have a graduate lab that serves as a place for meeting and community building. Furthermore, even this small cohort-size tends to tax the efforts of current faculty who take on supervision of theses, projects, and independent studies and the graduate adviser occasionally has difficulty placing all students in an appropriate teaching symposium.

The one challenge of the smaller cohort size is that it does somewhat limit the number of graduate seminars we can offer. Sociology has been able to draw in graduate students from other programs (American Studies, Psychology, and Communications for example) as way to help sustain the numbers in these seminars. We have been able to offer one 501T in the fall and two in the Spring, which meets the needs of most students, especially when study plan is supplemented with other electives, such as the

teaching symposium, electives outside the department as appropriate, 400-level classes, and independent study classes. The department has been working to create a schedule that includes greater availability of 400-level classes taught by Ph.D. faculty at times that are conducive to graduate student enrollment. We have recently proposed three additional 400-level classes (one on migration, one on domestic violence, and one on sexual communities and social change) that are appropriate for graduate students. We would like to continue this trend as expanding the number of faculty who are willing to teach both graduate and 400-level classes.

*E. Planned **graduate** curricular changes.*

Now that we have offered SOCI 585 and the new sequence of courses for three years, we plan to revisit the sequence of the core classes and discuss what we like and do not like about this curricular order and explore possible strategies for reorganization. We also plan to revisit the methods sequence (502A and 502B) and consider ways to better integrate more qualitative methods that are currently covered in the 501T on qualitative methods. We have discussed requiring the qualitative methods course but have opted not to due to concerns about the balance of required versus elective classes. While we do cover both qualitative and quantitative methods in 502A, we are currently exploring approaches that would let us incorporate more qualitative methods into the sequence without adding additional required classes. In this methods reevaluation we plan to expand upon sociology's strength in two traditions of social research – that of qualitative and quantitative – and to work towards increasing our reputation as a department that offers exceptional methodological training to our graduate students. This is also in line with the university's strategic goal #1 because it trains our students for research positions within a global work force that seeks skills in quantitative and qualitative social research.

In the longer term, we would like to formalize the areas, reading lists, sample questions, and faculty for the comprehensive exams. This currently exists for the two core exams: theory and statistics/methods. However, substantive area reading lists and exams are created as needed. We currently have reading lists for race/ethnicity, education, and gender, our most popular areas.

We would like to continue to improve and refine our teaching symposium class. Furthermore, we would like to develop and offer a similar class focused on applied research. Students would be placed with local non-profits, government organizations, as well as local businesses that have a need for quantitative research. The idea is to help students interested in research to build skills, experience, and networks in much the same way that our highly successful teaching symposium class does for those who want to teach at the community college level. This is directly related to the university's strategic goal #1.

*F. Special Sessions self-support programs.*

The department has no graduate special sessions or self support programs.

#### ***IV. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes in the Undergraduate Program***

*A. How well are our **undergraduate** students learning what the program is designed to teach them?*

In order to address this question, we report on three recent assessment activities: (1) a direct assessment of SLOs 1 (define and apply the basic concepts) & 2 (understand the role of theory), conducted in fall 2012, (2) a direct assessment of SLO 5 (understand the design of research), conducted in spring 2013, and (3) an indirect assessment of the program obtained by surveying sociology seniors' perception of their learning, conducted in spring 2012.

A.1 In fall 2012, an assessment of student learning of SLOs 1 and 2 was conducted, based on an assessment tool developed in spring of 2012 by the department assessment committee. Students were evaluated in two core courses – SOCI 101 “Introduction to Sociology” and SOCI 410 “Theories of Social Behavior.” These courses are most likely to be taken at the beginning and end of students’ progression through the program. Nearly 75% of the SOCI 101 students were at acceptable levels for SLOs 1 and 2. All of the SOCI 410 students were at acceptable levels of SLOs 1 and 2, but about 40% demonstrated only a minimal level of performance. In other words, about 40% of the students who presumably were at or near the end of the program did not demonstrate a high level of understanding of SLOs 1 and 2. Note that all students in the sampled courses were included in the evaluation, not only sociology majors.

A.2 SLO 5 was measured in spring 2013 by giving an assessment to 167 students who were either in a 300 or 400 level sociology course. Most of the students were sociology majors (73%). About half of the questions were answered correctly, and this number improved from 300 level students (51%) to 400 level students (57%). Some aspects of the SLO (such as an understanding of research methods) were achieved by a high percentage of students (about 80%), whereas other aspects needed improvement, as they were only answered correctly by a minority of students (about 35%).

A.3 Sociology students report their own learning as quite high. Graduating seniors took an anonymous survey about their experience with the sociology program in Spring 2012. According to this self-report data, only 2% of students did not achieve SLO 2, and only 1% did not achieve SLO 1. Over 80% said they “definitely” learned SLO 1 and 2 (compared to about 60% as measured by direct observation). SLOs were reportedly learned “a great deal” by between 60 and 70% of students, and less than 10% of students responded “very little” to any particular SLO. Most SLOs were strongly endorsed as having been learned well. However, there were some areas of weakness. In particular, graphically displaying data and using quantitative and qualitative software for research were done “very little” by more than 20% of students.

B. *What direct strategies or systematic methods are utilized to measure **undergraduate** student learning?*

Direct observation of student performance has been the primary method of assessment in our department. An assessment committee composed of three faculty members developed assessment tools for two SLOs per semester. We are currently working our way through all of the SLOs, using appropriate assessment tools. Students are given tasks that are designed to measure their proficiency in one or more SLOs. Random samples of student responses are scored according to rubrics, and the results are shared with the faculty. Surveys of alumni and current students have also been conducted, and these data have been analyzed in order to determine self-reported student learning. Finally, every class conducts assessments aligned with the designated SLOs in the course syllabus, and we have worked to align each course SLO with the general departmental SLOs.

C. *Are the assessment strategies/measures of the **undergraduate** program changing over time?*

Assessment strategies are evolving in our department. Assessment strategies will be updated by the assessment committee members. The membership of the committee changes every two years, in order to get input from a range of faculty perspectives. The strategies will change based on the feedback of students who take the assessments, and the faculty and instructors who participate in analyzing the assessment data. We also incorporate new opportunities that arise in order to gain assessment data, such as when the College of HSS conducted an alumni survey or when the American Sociological Association invited our students to participate in their national survey of sociology majors.

D. *What modifications should we make to the program to enhance **undergraduate** student learning?*

As faculty move toward incorporating HIP in their teaching, we plan to look for ways for students to benefit from such practices, such as in increasing student use of theory and conceptual application and research design. Our goal is to improve students' comprehension and practice of the SLOs 1, 2, and 5, such that a greater percentage demonstrates a sound understanding and use of theory, method and research design. The department needs to be able to provide opportunities for faculty to mentor students in research projects, by rewarding independent study and supervision credits. Such mentorship is a HIP that will result in the improvement of SLOs 1, 2, & 5.

E. *How have assessment findings/ results led to improvement or changes in **undergraduate** teaching, learning and/ or overall departmental effectiveness?*

- We have organized faculty into concentration areas and to highlight core areas of teaching and research expertise; these faculty direct students to faculty for mentorship, research opportunities, and course instruction.
- These concentration area faculty organize meetings with part-time faculty to align full time and part-time faculty's teaching best practices, departmental and course SLOs, and course substance.
- We have reviewed syllabi for all core courses to align course SLOs with department SLOs.

F. *What quality indicators have been defined/ identified by the department/ program as evidence of departmental effectiveness/ success other than assessment of **undergraduate** student learning, e.g. number of students who pursue graduate or professional education programs in the field, job placement rates, graduation rates, student-faculty research/ creative collaborations, etc. (See also Appendix III)*

We identify the following factors as evidence of departmental effectiveness: student-faculty research and collaboration, internships, and independent study.

G. *Many department/ programs are offering courses and programs via technology (on-line, video conferencing etc.) and at off campus sites and in compressed schedules. How is **undergraduate** student learning assessed in these formats/ modalities?*

*Online Degree Completion Program in Sociology:* In order to ensure that online classes and the online sociology degree completion program reflect the rigor and quality of the traditional, in person classes and program, we have maintained the same mission statement, learning goals, and learning outcomes. The primary difference is the assessment strategies utilized to evaluate courses and the larger program. Rather than completing student opinion questionnaires in paper format, students taking online courses and those enrolled in the online degree completion program complete their SOQs online. Department staff e-mail both instructors and students of online classes to inform them about the time period during which the SOQ will be available.

The first cohort of the sociology online degree completion program began taking courses in the program during fall of 2012. In addition to using the traditional SOQ as a means of assessment, a small group of faculty organized and administered a first year program review/evaluation to assess the degree to which the program reflected the original intent and purpose put forth in the program proposal, as well as examine the student population being served and the degree to which their needs are being met.

## V. **Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes in the Graduate Program**

A. *How well are our **graduate** students learning what the program is designed to teach them?*



Given the high proportion of first-generation graduate students, we take a mentoring approach to the graduate program and focus upon helping students build the social capital, knowledge, and research skills they need to succeed. We have outlined three key learning goals for students in the MA program, which are consistent with department goals:

1. Demonstrate an understanding of the Sociological Imagination
2. Possess Research Skills and Knowledge,
3. Develop Communication, Professionalization, and Leadership Skills.

All students who graduate must demonstrate competence in a combination of these three areas by completing an appropriate terminal option (thesis, project, comprehensive exams) to the satisfaction of a committee of faculty members. However, students have substantial flexibility in how they show that they have met these goals; they must substantiate their learning through coursework and in the production of a carefully edited and polished terminal option.

*B. What direct strategies or systematic methods are utilized to measure **graduate** student learning?*

Our main measure of assessment for the program, outside of assessment within individual classes, is the terminal option. As noted above, all students must complete a terminal option to the satisfaction of a committee of Sociology faculty in order to graduate. There are three terminal options available: an MA thesis (academic research project), an MA project (applied research project or design), and comprehensive examinations in the three areas of statistics/methods, theory, and substantive area of choice. Students are given opportunities to revise and improve their work to demonstrate mastery of the three learning goals.

An MA thesis must be read and approved by a chair and two additional committee members and students choosing this option must also pass an oral defense. For projects, the proposal must be approved by the departmental Graduate Committee and the project chair, and the final project must be approved by the chair and the graduate adviser. Each comprehensive exam is rated by three faculty members, and can be rated with the following scores: fail, low pass, pass, and high pass. Students must receive two passing marks to pass each area and can retake any failed exams one time.

*C. Are the assessment strategies/ measures of the **graduate** program changing over time?*

Since the last review we implemented a change that students completing MA projects must first have their proposal reviewed by and approved (or approved after suggested changes) by the departmental graduate committee before registering for the project and commencing research. This ensures that students may not register for the final project units until they have a workable and approved plan for research, including a substantive planned deliverable. Once reviewed, the chair and graduate adviser work with the student to address the concerns of the committee. Over the last few years we have worked to formalize the requirements for applied research projects but at the same time, increase flexibility in the types of projects that meet the requirements. The main criteria are that they have to utilize the student's sociological imagination and research skills, and be presented in a professional and appropriate manner with a practical deliverable (ranging from a professional report to a brochure, to a briefing or presentation, or a plan for a program evaluation). Additionally students must compile a report of this applied research to go on file in the sociology office.

Students now have the opportunity to take as many exams as needed up to two times. If students fail an exam the first time, they are given feedback from the raters and the graduate adviser, and they are required to work with the graduate adviser on a study plan to help the student pass the second time. Although four students have failed one or more exams the first time in the last five years, with additional studying, all have been able to pass the second time, and complete their MA's.

*D. What modifications should we make to the **graduate** program to enhance student learning?*

In the near future, the graduate committee hopes to formalize the areas for comprehensive exams including a bibliography, faculty in the area, and sample questions and post these on our new website. Students will then be able to plan ahead in their studying of theory, stats/methods, and substantive areas. We anticipate that this will improve our first time pass rate, and improve the quality of the work of those passing (e.g. more high passes and fewer low passes).

In addition, as discussed above, we are considering additional changes to the sequence of courses and/or reorganization of the sequence and content of the methods sequence. Along these lines, we hope to add facilities at the Irvine Campus for interview and focus-group training, something we currently lack.

One major area we would like to focus on is finding ways for the department to provide incentives for faculty to chair theses, projects, and independent studies. These classes are critical to the graduate student learning process. Yet currently, faculty engage in these activities with no compensation in terms of assigned time or other duties. As a result, there are inequities in this workload that we hope to address. Having a large pool of faculty willing to supervise graduate student research is absolutely essential to the vitality of our graduate program. We have begun discussions at the departmental level and with the dean's office about how we could realistically accomplish and implement some assigned time incentives for faculty to work with graduate students.

*E. How have assessment findings/results led to improvement or changes in **graduate** teaching, learning and/or overall departmental effectiveness?*

The establishment of SOCI 585 "The Practice of Sociology" is directly related to previous assessment efforts. Both students and faculty had articulated the need for a theoretical orientation course that also focused on professionalization. Students overwhelmingly express their satisfaction with this course as orienting them to the academic challenges of graduate school and how it is best to navigate them.

The reorganization of SOCI 596 "The Teaching Symposium" and the expansion of the readings and seminar content come directly in response to a student MA project that evaluated the effectiveness of that program. Students who have been through the improved SOCI 596 (N=14) have been very competitive on the job market. In fact, four of those students are currently employed full-time equivalent as adjuncts and three additional students have signed contracts to teach at least one class next semester.

The reintroduction of the comprehensive examination as a terminal option and the rule change to allow students two tries to pass, have helped to increase our graduation rates. This exam also provides an alternative for students who find themselves stalled at the thesis/project; or it offers students the opportunity to study and demonstrate more general expertise in sociology rather than to focus their work research while in the program.

*F. What quality indicators have been defined/identified by the department/program as evidence of departmental effectiveness/success other than assessment of student learning?*

Our students have been extremely successful in obtaining adjunct work at the local community colleges and universities and many of the faculty at those institutions are our alumni. While there have been few tenure-track community college job openings in Southern California in the last five years due to budget constraints and hiring freezes, where there have been openings, our students have been very successful. In the two tenure track openings in Orange County in the last five years both faculty hires were recent graduates of our program. Furthermore, for both of the openings, 10 of the estimated 14 interviewees were our alumni. Ventura Community College, Harbor College, and Santa Ana College, Mt. SAC and Rancho Santiago College hired our recent graduates in tenure track positions.

For those who plan to pursue PhD's after graduation, we have also been successful. In the last five years we have had three Sally Cassanova Predoctoral Scholars (Burrel Vann Jr.—sponsor Dana Collins, Stephanie Santiago-Fuentes—sponsor Roberta Espinoza, and Mitzi Avila—sponsor Berna Torr) as well two honorable mentions (Orvic Pada—sponsor Dana Collins and Mohammed Abdel Haq—sponsor Berna Torr). The scholars receive funding to cover their expenses associated with applications to graduate school and may participate in a research program that places them at a PhD granting institution for a research internship over the summer. Burrel Vann was subsequently accepted to and is studying in the PhD program at UCI; Stephanie and Mitzi are in the process of applying to PhD programs. In addition, other recent graduates have begun PhD programs in the last couple of years—Derrick Bines (University of Oregon), Aimee Yoon (Ohio State University), Anna-Karin Tollin (Temple), Candice Hodge (Howard University) Melissa Govea (University of Illinois at Chicago), and Bonnie Bui (UCI). Jessica Moronez was accepted to two programs last year, but decided to wait and reapply this year for a better fit. Additionally, several other students plan to apply to PhD programs this year as well. We have had one student accepted to Loyola School of Law. Finally many of our students have successfully entered into public, private, or nonprofit sector employment (marketing, OC government, HIV/AIDS and LGBT nonprofits, etc.).

## **VI. Faculty (See Appendix IV)**

### *A. Changes in FTEF.*

At the time of the last program performance review in March of 2006, there were seven tenured faculty, three tenure track faculty, and eight FERP faculty in the Department. With 44% of the faculty in the FERP program, and projections of more retirements to come, it was clear that there was an urgent need to hire new faculty into the Department.

Four rounds of recruitment have taken place from 2006-2013. In 2006, four new faculty were hired in the areas of Sociology of Education/Chicana/o Sociology (Roberta Espinoza), Black experience/Sociology of the Family/Sociology of Health (Angelique Harris), Sociology of Education/Sociology of the Family/Sociology of Race (Patricia Literte), and Sociology of Delinquency/Theory (William Wood). Two more were hired in 2007 in Environmental Sociology/Social Justice/Quantitative Methods (Alison Cliath) and Quantitative Methods/Demography/Sociology of the Family (Berna Torr). In 2008, the Department filled a position in Criminology/ Delinquency/Theory (Randol Contreras). And finally, in the 2012 cycle, two new hires were made in the areas of Statistics/Quantitative Methods/Economic Sociology (Anthony Alvarez) and Criminology/Sociology of Deviance/Sociology of Gender and Violence (Devon Thacker Thomas). Thus, as shown in Table 9, the percentage of tenured and tenure track faculty/FTEF is much better in 2012-13 (52.6%) than at the last PPR (2005-6) when it was very low (39.5%).

In the intervening years after the last program performance review, the Department lost four of these nine new hires (44%). These included Alison Cliath, Roberta Espinoza, Angelique Harris, and William Wood. Additionally in 2008, the Department lost Katja Guenther, who had been hired in 2006 and among the start of the new hires beginning then. Thus despite robust new hires, the Department still finds itself short staffed, and engaged in departmental strategic planning in the area of recruitment and retention of diverse sociology faculty consistent with the University Strategic Plan Goal 3.

From the last program performance review to the present, eight faculty have been promoted to associate professor (Dana Collins, Alan Emery, Jorge Fontdevila, Sharon Kim, Patricia Literte, Carter Rakovski, Eileen Walsh, and Joe Weber). Significantly, all eligible faculty have earned tenure and promotion since the last program performance review.

Accompanying these developments in tenured and tenure track positions has been the declining numbers of FERP faculty, as those participating in the program completed their terms. At the time of the last program performance review in 2006, there were almost as many FERP faculty as there were full time faculty (8:10). Currently, there are only two FERP faculty, one full professor (Jack Bedell) and one associate professor (Hilla Israely). This is a dramatic change, and has had consequences for the Retention, Tenure and Promotion (RTP) process. The department has only one full professor, Michael Perez, who is dedicated to Student Services as the Faculty Athletic Representative (75% of his time). Thus there is a critical need for associate professors to be promoted to full in order that they may serve on the Department Personnel Committee.

#### *B. Priorities for Additional Faculty Hires.*

Sociology is an incredibly broad discipline as most human activity can be studied sociologically. Thus all sociology departments must make choices about which areas will be their core strengths and competencies. Recruitment efforts since the previous program performance review have emphasized fundamentals like Theory and Research Methods/Statistics in order to improve the quality of these foundations in sociology to undergraduates, and also to improve the training of graduate students. Recruitment has also focused on Sociology of Juvenile Delinquency and Criminology, as this is a highly sought after area by undergraduates and graduates alike. We have also sought to hire faculty with sub-specialization areas that reflect shifts in the discipline – globalization, economic sociology, human rights, social justice and change, “race”/ethnicity, class, and education. As the Department refines its mission and goals, we plan to orient our discussion of hiring in areas that align with our mission and goals, HSS mission and goals, as well as with the University Strategic Plan Goal 1 and Goal 3. We have discussed a common linking subfield among faculty research and teaching and that is the area of social inequalities and change; so in our search for faculty with expertise in substantive areas – such as in Sociology of Education (to replace Roberta Espinoza), Immigration, the Mexican American experience, and Sociology of Culture – we will perhaps strengthen that core faculty focus in our Department.

#### *C. Role of Full and Part-Time Faculty.*

Responsibility for the Department’s curriculum rests with the full-time faculty. Full-time faculty determines the curriculum within guidelines and constraints stipulated by the University. Working within those guidelines and constraints, full-time faculty develop the curriculum as an outcome of the interaction between the Department as a whole as represented at faculty meetings and the Undergraduate or Graduate Committee. The Department charges the appropriate committee with a set of tasks; Undergraduate Committee in the case of matters related to the undergraduate curriculum and Graduate Committee in the case of matters related to the graduate curriculum, with a set of tasks. The committees work on finding a series of solutions to those tasks and report back to the Department at a faculty meeting. By transparent, democratic, and deliberative process, a choice, or modified choice, would be implemented by the Department. Many times tasks for the Undergraduate and Graduate Committees emerge from problems in current curriculum design and are most clearly noted by the undergraduate and graduate advisors. These advisors are responsible for the coordination and administration of the respective programs, and are also members of the appropriate curriculum committee. Committee members can also identify these problems at departments meetings where they can then become designated tasks for the committee to take on as a whole.

The Department currently offers approximately 80 courses per Semester. Usually, about 1/3 of those would be taught by full-time faculty. Current figures are lower (27.5%) because two full-time faculty are on sabbatical. Only full-time faculty assume the responsibility of instructing graduate-level classes.

Although curriculum design rests with the full-time faculty, and the Department makes textbook recommendations for most classes, part-time faculty may select their own content for their classes. Thus

the Department upholds the principle of intellectual freedom. However and as discussed earlier in this report, full-time and part-time faculty meet to discuss class content and to secure the rigor of sociology classes.

The Department does not permit graduate assistants or teaching assistants to teach classes, though they may assist instructors in other ways, e.g., in the assessment of student assignments and the participation in online discussion boards, with tutoring, etc. as consistent with collective bargaining.

*D. Instructor participation in Special Sessions self-support programs.*

The Department offers a limited number of classes in the Summer Sessions and Intersession. The Chair solicits interest in teaching in these sessions and allocates classes to those interested faculty. Faculty also have the opportunity to participate in the new Sociology Online Degree Completion Program. This program is now in its second year, and appears to be growing successfully. There are currently eight full-time faculty and one Emeritus faculty members from the Department who teach in the Program. These are Alan Emery, Sharon Kim, Myron Orleans (Emeritus), Michael Perez, Carter Rakovski, Berna Torr, Eileen Walsh, Joseph Weber.

## **VII. Undergraduate Student Support and Advising**

*A. Department advising of **undergraduate** majors and minors.*

Undergraduate advisement in the Sociology department is coordinated by two full-time faculty members who serve as advisers for two-year terms. Weekly, the undergraduate advisers hold 8 hours of walk-in advising office hours from Monday to Thursday. Additionally, the advisers provide services via appointment and e-mail. The undergraduate advisers work in collaboration with the University Academic Advising Center to provide students with the information, guidance, and support they need to achieve their academic goals. The Academic Advising Center together with the Titan Degree Audit (TDA) system meet the overall advising needs of the student in terms of General Education and university graduation requirements. However, the undergraduate advisers in the Sociology Department play a key role in connecting directly with the individual student to provide guidance on the following:

- Explaining university policies, regulations, programs, and procedures
- Assisting the student with overall degree planning and study plan
- Helping students read and understand their Titan Degree Audit (TDA)
- Listening to the student's concerns and referring to the appropriate support services if needed
- Discussing the student's academic performance and providing assistance to improve performance as needed
- Providing information about internship opportunities
- Sharing information about career and graduate school opportunities
- Monitoring degree requirements and performing graduation checks
- Assisting the student with selecting a minor and specialized study options
- Assisting with withdrawal, leaves of absences, and readmission to the university
- Meeting with and advising students who are on academic probation
- Helping students select classes
- Explaining the concentration options in the Sociology major

The advisers also provide information about the Sociology major in orientations for new freshmen and transfer students that are held several times during the summer months. In addition, "Welcome to Fullerton" and "Major Exploration Barbecue for Undeclared Students" are events sponsored by the

entire campus which are outreach events for prospective students, seeking more information about majoring in Sociology.

Sociology students are also directed to other helpful campus resources, such as the CSUF Career Planning and Placement Center, which offers over a hundred workshops on resume writing, interviewing, social media and career networking, as well as an overview of the searchable job database. Students who are interested in studying abroad are directed to CSUF's Study Abroad office; the undergraduate advisers work alongside the Study Abroad office to select appropriate courses that will help the student to successfully progress toward graduation.

The student majoring in Sociology has the opportunity to supplement the major by taking up to 15 units of electives outside of GE and Sociology requirements, which are counted toward the 120 units needed to graduate. The Sociology undergraduate advisers meet with the student and provide several options for the 15 "extra" units such as declaring a minor, double majoring, and pursuing classes that are of interest to the student majoring in Sociology.

*B. Opportunities for **undergraduate** students to participate in departmental honors programs, research, collaborative research with faculty, service learning, internships.*

The student majoring in Sociology has the option of declaring a concentration(s) in consultation with the undergraduate advisor in the following areas: Race/Class/Gender, Family, Aging and the Life Cycle, Social Work, Education, and Deviance and Sociology Control. Sociology majors also have the option of not selecting a concentration. A concentration consists of twelve units selected from a list of courses for each concentration. Sociology concentrations group together as a set of thematically aligned courses, enabling students to develop expertise in a field of particular interest to them. As a credential that forms part of the student's degree, a concentration sends a clear signal to graduate schools, professional schools and potential employers that the student has expertise in a particular field of sociology.

Undergraduate students have an opportunity to take SOCI 499 "Independent Study" to explore collaborative research opportunities with faculty, and with approval of the Department Chair and Undergraduate Advisor. Additionally, undergraduate students can take SOCI 495 "Sociological Internship" to work in the private or public sector and to apply the knowledge of sociology.

A full-time faculty member in Sociology serves as an internship supervisor and is the main faculty member actively involved in approving, monitoring, and evaluating SOCI 495 "The sociological internship." The infrastructure for registration and other administrative issues is handled by the Center for Internships and Community Engagements. The Center provides workshops on a regular basis where faculty can learn the internship process and assist students more effectively.

SOCI 495 "The Sociological Internship" course is taught twice a year. It has two prerequisites: The student must have a 3.0 or higher GPA and he/she must have completed at least 12 units of upper division sociology. Enrollment varies between the fall and spring courses; in the fall, typically 9-15 students enroll, and in the spring, 18-24 students enroll. Students must work for 120 hours in an agency of their choice. They also write four papers, including (1) an overview of their learning objectives, (2) two papers that integrate literature on similar agencies and services with their placement, and (3) an evaluation of their internship experience.

In collaboration and consultation with the CSUF Center for Internships and Student Engagement (CICE), Sociology students have interned at various agencies including Olive Crest (provides foster care), On Track (where one parent is in prison), Child Abuse Services Team (CAST), Caregiver Resource Center, Orange County Council on Aging, the FBI, the U.S. Justice Department, Orange County Probation Department, and the Anaheim Police Department. Each semester, one or two are hired by the

organization or agency in which they interned. One intern from 2011-2012 who interned at the CSUF Veteran's Center and was a veteran himself, is now the assistant director of this center. Another student interned at Working Wardrobes and is now the Executive Director of this agency.

Career advising comprises an important element of student internship placement and supervision. Individual meetings are scheduled with the internship coordinator to not only select an appropriate internship site and develop individualized learning objectives that address their competencies, but also to explore how the internship connects and leads to the student's future career path.

Undergraduate students also have opportunities for research within the department. A number of undergraduates take SOCI 499 "Independent Study" and work with faculty members in various research projects. In the recent past, undergraduate sociology students have collaborated with faculty members in a variety of research topics including the following: Changes in state sex education policies and their relationship to teen STD and pregnancy rates, ethno racial tensions between Latinos and African Americans in South Los Angeles, and middle aged and older women coping with fibromyalgia. Students have presented their research at various venues such as the California Sociological Association, Pacific Sociological Association Annual Meeting, Western Sociological Association, and Sociology Week.

### ***VIII. Graduate Student Support and Advising***

#### *A. Department advising of **graduate** students.*

The graduate adviser serves as the primary adviser for all graduate students, contacting all first year students to advise students on a plan of course work, to offer feedback on research ideas, and to point students to appropriate faculty with whom the student may want to work. The graduate adviser works with all students to develop an appropriate study plan, helps students select a terminal option that meets their needs and that highlights their strengths, and helps students select an appropriate committee. The graduate adviser also offers additional help regarding probation, or leaves, and helps students work through their options when faced with unexpected illnesses and family issues.

As students progress in the program they generally identify an additional mentor (often their chair) who also provides advice and support. In recent years, additional mentors both inside and outside the department have been assigned through the graduate studies mentoring program.

The graduate adviser helps inform students of, and works with students, to apply for funding, such as the graduate equity award and the Sally Cassanova Pre-doctoral fellowship. The graduate adviser also assists the department chair with placing and supervising graduate assistants.

#### *B. Opportunities for **graduate** students to participate in departmental honors programs, research, collaborative research with faculty, service learning, internships.*

The majority of our graduate students meet the terminal option requirement by completing an MA thesis or project, which involves conducting an original research project with the supervision of a faculty member or members. In addition, students can work with faculty on independent research projects, either on the faculty member's research agenda or the students, through SOCI 599 "Independent study" or through the continuation of thesis or project work.

As budget allows, we strive to hire as many graduate students as possible to serve as GAs (graduate assistants) who work with faculty both on their teaching and research. For example, two graduate students (Karla Hernandez and Robert Hoisington) have served as project managers for Dr. Krampe's Women Aging Well study, which involved data collection and analysis on 181 members of the Osher

Lifelong Learning Institute (OLLI). Ms. Hernandez was involved in data collection and coding and Mr. Hoisington is currently engaged in data cleaning, recoding, and analysis.

Dr. Literte employed Candice Hodge as a graduate assistant to work with her on a study of Black Sorority members, which eventually led to a co-authored publication: Literte, Patricia and Candace Hodge. 2012. "Sisterhood and Sexuality: Attitudes about Homosexuality Among Members of Historically Black Sororities." *Journal of African American Studies*, 16: 674-699.

Drs. Walsh and Torr worked with Bonnie Bui to extend and refine an analytic model that was based on her MA project findings. This led to a co-authored paper: Walsh, Eileen T., Berna M. Torr, and Bonnie H. Bui. 2010. "Inequalities in Self-Rated Health: Untangling Ethnicity, Social Class, and Lifestyle Effects on the Vietnamese, Other Asians, Hispanics, and Whites." *International Review of Modern Sociology*, 36(2): 195-220.

Dr. Weber has been doing research with sociology graduate student Andrea Aguilar, sociology undergraduate student Brianna Conforti, and sociology adjunct faculty Karen Wong on a research project collecting data from students on intergenerational relationships. They have presented this research in a poster session at the California Council on Gerontology and Geriatrics—Weber, J., Wong, K., Aguilar, A. & Conforti, B. (2013, April). "Learning the importance of intergenerational relationships." Poster presented at the California Council on Gerontology & Geriatrics, Los Angeles, CA.

Students are also strongly encouraged to present their own and collaborative work at meetings. Our graduate students regularly attend the California Sociological Association Meetings and the Pacific Sociological Association Meetings (usually between 7 and 12 students and recent graduates per conference). For the past two years the department has been able to provide partial funding for students presenting at PSA through a \$5000 (each year) Miscellaneous Course Fees Grant from the Humanities and Social Sciences Division. In addition, we provide workshops on how to give a successful conference presentation, and opportunities for students to present their work at Sociology week each March. This year in 502B, the second year graduate students will have the opportunity to present the results of their class projects at a poster session for faculty, students and especially, the first year cohort.

All students who wish to participate in the Teaching Symposium are placed with a mentor in a class at a local community college or university. They learn by observing first hand, giving their own lectures, creating and grading assignments, and holding office hours. The students also read materials on pedagogy, teaching philosophy, assessment design, syllabi construction, teaching demonstrations, and the like—all the essential components needed for a successful teaching application packet and the foundation for creating a good course. Students may also participate in a mock application process in conjunction with Mt. SAC faculty.

#### ***XIV. Resources and Facilities***

*A. Special facilities/equipment used by the program/department such as laboratories, computers, large classrooms. Identified priority needs for the future.*

The College controls the use of computer laboratories. Limited access to these facilities drives and limits our scheduling of courses to assure that students in our required undergraduate and graduate courses in Research Methods, Statistics and most sections of Writing are able to use the computers. The department would make good use of a laboratory completely dedicated to our use and that could be reserved by other instructors who do not have scheduled access to the computer laboratory for teaching other class activities requiring SPSS, Internet use, and qualitative analysis software. It would further benefit our undergraduates to have a dedicated computer lab while working on research projects.



Likewise, our access to large classrooms is limited to a few, which are available at only certain time slots. Sociology could undoubtedly increase enrollments by offering a few more mass sections at popular time slots if we had more access to large classrooms.

In addition, we do not have the ability to offer a practicum in research methods for interviewing skills or for conducting focus groups. We have requested that the Irvine campus expansion include training rooms with two-way mirrors for such practicums. The request is under consideration of the consultant hired to do space planning for the new building on the Irvine campus.

*B. Current library resources for the department.*

Our library resources are excellent and our department is represented on the library committee.

## ***XV. Long-term Plans***

*A. Summary of Department's long-term plan to align goals and strategies as indicators of quality and measures of productivity.*

- Revise undergrad curriculum to be in line with departmental mission and goals.
- Evaluate the effectiveness and efficiency of our current undergraduate system for advisement.
- Increase co-curricular instruction as part of teaching goals and the department's engagement with community.
- Increase the use of HIP in instruction across courses.
- Assess undergraduate success in terms of graduation, civic engagement, transition into professional programs or MA and PhD programs, transition into public, private and nonprofit work.
- Assess graduate student success in terms of completion of their terminal theses, projects, or comprehensive exams; their transition to PhD programs; transition into college level teaching; transition into public, private and nonprofit work.
- Hire new faculty to strengthen core substantive areas within sociology and our department's focus on social inequality and change.
- Continue scholarly production in terms of publishing and participation within professional organizations.

*B. How the Department's long-term plan implements the University's goals and strategies.*

- University strategic plan goal #1: "Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs."
  - Revise undergrad curriculum to be in line with departmental mission and goals.
  - Increase co-curricular instruction as part of teaching goals and the department's engagement with community.
  - Increase the use of HIP in teaching and curricular instruction.
- University strategic plan goal #2: "Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students."
  - Assess undergraduate success in terms of graduation, civic engagement, transition into professional programs or MA and PhD programs, transition into public, private and nonprofit work.
  - Assess graduate student success in terms of completion of their terminal thesis, project, or comprehensive exams; their transition to PhD programs; transition into college level teaching; transition into public, private and nonprofit work.
  - Increase our success in placement of graduates into PhD programs.

- University strategic plan goal #3: “Recruit and retain a high-quality and diverse faculty and staff.”
  - Hire new faculty to strengthen core substantive areas within sociology and our department’s focus on social inequality and change.
  - Continue scholarly production in terms of publishing and participation within professional organizations.
- University strategic plan goal #4: “Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.”
  - Continue scholarly production in terms of publishing and participation within professional organizations.

*C. Evidence used to measure the Department’s results in pursuit of our goals.*

- Establish a required undergrad curriculum that is in line with departmental mission and goals.
- Assess the community partnerships built through teaching and research.
- Assess through conversations among “area” faculty (both full and part-time) the implementation of HIP in teaching and as articulated in syllabi.
- Monitor undergraduate success in time to graduation, civic engagement while at CSUF, transition into professional programs or MA and PhD programs, transition into public, private and nonprofit work.
- Monitor graduate student success in completion of terminal thesis, project, or comprehensive exams; their transition to PhD programs; transition into college level teaching; transition into public, private and nonprofit work.
- Monitor the numbers of graduate students successfully gaining entry into PhD programs.
- Continue the development of new courses that represent shifts in the discipline and new areas of sociological inquiry that serve student preparation for civic engagement and participation within a changing global social world.
- Complete successful and diverse faculty hires in needed substantive areas.
- Assess faculty publications and grant securing success that represents faculty expertise in their respective fields.

*D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?*

The University expects to adopt performance based budgeting within two years. While administration considers alternative models, the Provost has said that any proposed model will be used in parallel with current FTES budget to assure stability during the transition. Although the metrics and funding formulas of the performance based budget have not been determined, we expect that one factor will be reductions in time to graduation; in addition, some portion of each department budget will undoubtedly be tied to metrics of assessment outcomes as well as implementation of HIP.

Currently most faculty receive reallocation time or course releases based on service to the department or internal or external grants for research. In the future, faculty time reallocation may be tied to their engagement in HIP, such as supervision courses and fostering student’s participation in research. The department may seek funding to engage in activities to increase graduation rates, particularly among underrepresented students, such as improving academic advising, tutoring, and mentorship.

**APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS**

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

TABLE 1-A. First-time Freshmen: Program Applications, Admissions, and Enrollments

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2005-2006	244	127	52%	21	17%
2006-2007	303	143	47%	24	17%
2007-2008	342	166	49%	35	21%
2008-2009	449	218	49%	42	19%
2009-2010	409	173	42%	32	18%
2010-2011	452	165	37%	40	24%
2011-2012	546	197	36%	38	19%
2012-2013	652	256	39%	38	15%

TABLE 1-B. Upper Division Transfers: Program Applications, Admissions, and Enrollments

	Applied	Admitted	% Admitted	Enrolled	% Enrolled
2005-2006	598	288	48%	147	51%
2006-2007	644	316	49%	168	53%
2007-2008	729	399	55%	218	55%
2008-2009	734	327	45%	193	59%
2009-2010	651	279	43%	159	57%
2010-2011	1095	412	38%	215	52%
2011-2012	976	385	39%	166	43%
2012-2013	1230	506	41%	189	37%

TABLE 2. Undergraduate Program Enrollment in FTES

TABLE 2-A. Undergraduate Program Enrollment in FTES

	Enrollment in FTES				
	Lower Division	Upper Division	UG Total	Graduate	Total
2005-06	154.9	511.4	666.3	25.0	691.3
2006-07	180.1	567.1	747.2	22.2	769.4
2007-08	179.1	570.3	749.4	19.7	769.1
2008-09	164.3	576.9	741.2	17.5	758.7
2009-10	129.9	576.8	706.7	17.9	724.6
2010-11	125.7	570.7	696.4	14.8	711.2
2011-12	151.6	603.1	754.7	16.0	770.7
2012-13	134.2	589.7	723.9	19.1	743.0

TABLE 2-B. Undergraduate Program Enrollment (Headcount, HC)

	Sociology Majors							
	Lower Division		Upper Division		Post Bacc (2nd Bacc)		Undergraduate Total	
	HC	FTE S	HC	FTE S	HC	FTE S	HC	FTE S
2005-2006	52.5	44.7	446.0	329.1	0.5	0.4	499.0	374.2
2006-2007	57.0	48.5	477.0	352.5	0.0	0.0	534.0	401.0
2007-2008	73.5	65.0	549.5	410.1	1.0	0.8	624.0	475.9
2008-2009	91.0	79.8	543.5	407.9	0.0	0.0	634.5	487.7
2009-2010	93.0	80.1	581.5	434.8	0.0	0.0	674.5	514.9
2010-2011	93.5	81.0	580.0	442.4	0.0	0.0	673.5	523.4
2011-2012	93.0	81.7	579.5	459.8	0.0	0.0	672.5	541.5
2012-2013	94.0	84.2	614.0	485.0	0.0	0.0	708.0	569.2

TABLES 3-A and 3-B. Graduation Rates for Majors

TABLE 3-A. First-time Freshmen Graduation Rates for Majors

Initial Cohort		% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years		% Graduated in 6 years plus 7th year persistence	
		In major	Not in major	In major	Not in major	In major	Not in major	In major	Not in major
Fall 2000	7	0.0	0.0	14.3	0.0	14.3	0.0	28.6	28.6
Fall 2001	17	5.9	11.8	23.5	23.5	23.5	47.1	23.5	47.1
Fall 2002	21	0.0	4.8	14.3	14.3	14.3	28.6	14.3	28.6
Fall 2003	17	11.8	29.4	35.3	35.3	35.3	35.3	35.3	35.3
Fall 2004	18	5.6	5.6	16.7	16.7	16.7	33.3	16.7	38.9
Fall 2005	21	9.5	4.8	14.3	19.0	14.3	28.6	14.3	33.3
Fall 2006	23	13.0	4.3	21.7	13.0	26.1	21.7	34.8	26.1
Fall 2007	34	14.7	8.8	38.2	26.5				
Fall 2008	44	18.2	2.3						

TABLE 3-B. Transfer Student Graduation Rates for Majors

Entered In	Head count	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years		% Graduated in 6 years plus 7th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2000	74	55.4	12.2	60.8	12.2	60.8	12.2	60.8	12.2

Fall 2001	82	69.5	8.5	69.5	8.5	72.0	8.5	73.2	8.5
Fall 2002	78	75.6	6.4	75.6	6.4	76.9	6.4	76.9	7.7
Fall 2003	93	78.5	5.4	81.7	5.4	81.7	5.4	81.7	5.4
Fall 2004	72	61.1	15.3	61.1	15.3	63.9	15.3	63.9	15.3
Fall 2005	90	68.9	8.9	68.9	10.0	68.9	12.2	70.0	12.2
Fall 2006	105	68.6	6.7	72.4	6.7	72.4	7.6	72.4	7.6
Fall 2007	139	55.4	11.5	59.7	12.9				
Fall 2008	101	65.3	9.9						
Fall 2009	159								
Fall 2010	138								

TABLE 4. Degrees Awarded

Academic Year	BA
2008-2009	186
2009-2010	227
2010-2011	249
2011-2012	234
2012-2013	245
Total	1141

## APPENDIX II. GRADUATE DEGREE PROGRAMS

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2006-2007	88	53	60%	39	74%
2007-2008	74	35	47%	27	77%
2008-2009	59	31	53%	23	74%
2009-2010	57	27	47%	14	52%
2010-2011	76	25	33%	17	68%
2011-2012	56	28	50%	22	79%
2012-2013	49	28	57%	20	71%

TABLE 6. Graduate Program Enrollment in FTES

TABLE 6-A. Graduate Program Enrollment in FTES

Academic Year	Enrollment in FTES
2006-2007	29.2
2007-2008	24.8
2008-2009	21.2
2009-2010	18.6
2010-2011	16.2
2011-2012	19.0
2012-2013	21.8

TABLE 6-B. Graduate Program Enrollment in Headcount

Academic Year	Headcount majors				FTES per headcount
	Master's	Doctoral	Credential	Total	
2006-2007	59.5	-	-	-	29.2
2007-2008	57.5	-	-	-	24.8
2008-2009	49.5	-	-	-	21.2
2009-2010	41.0	-	-	-	18.6
2010-2011	34.0	-	-	-	16.2
2011-2012	38.5	-	-	-	19.0
2013-2013	43.0	-	-	-	21.8

TABLE 7. Graduate Student Graduation Rates

TABLE 7. Graduation Rates for Master's-Seeking Students

All Master's Enrolled in:	Headcount	% Graduated within 3 years	% Graduated in 4 years	% Graduated in 5 years	% Graduated in 6 years plus 7 year persistence

Fall 2006	24	12.5%	29.2%	33.3%	33.3%
Fall 2007	23	39.1	43.5%	43.5%	
Fall 2008	18	44.4%	61.1%		
Fall 2009	14	71.4%			
Fall 2010	17	41.2%			

TABLE 8. Master's Degrees Awarded

Academic Year	Degrees Awarded
2006-2007	19
2007-2008	9
2008-2009	6
2009-2010	18
2010-2011	24
2011-2012	12
2012-2013	23

### APPENDIX III. DOCUMENTING ACADEMIC ACHIEVEMENT

#### Plan for Documentation of Academic Achievement (Assessment of Student Learning)

Department/Program SOCIOLOGY Date 11/15/2013

		<b>P = Planning</b>		<b>E = Emerging</b>		<b>D = Developed</b>		<b>HD = Highly Developed</b>	
	<b>Achievement Plan Component</b>	<b>P</b>	<b>E</b>	<b>D</b>	<b>HD</b>	<b>Comments/Details</b>			
<b>I</b>	<b>Mission Statement</b>			D		This has been developed, but we are planning on revisiting this in light of the new HSS Mission Statement and University Strategic Plan			
	a. Provide a concise and coherent statement of the goals and purposes of the department/program			D		Again, goals and purposes have been developed, but will be revised to align with University Strategic Plan			
	b. Provide a comprehensive framework for student learning outcomes				HD				
	c. Describe department/program assessment structure, e.g. committee, coordinator				HD				
<b>II</b>	<b>Student Learning Goals</b>								
	a. Identify and describe knowledge, skills, or values expected of graduates				HD				
	b. Consistent with mission			D					
	c. Provide the foundation for more detailed descriptions of learning outcomes		E						
<b>III</b>	<b>Student Learning Outcomes</b>								
	a. Aligned with learning goals				HD				
	b. Use action verbs that describe knowledge, skills, or values students should develop				HD				
	c. Specify performance, competencies, or behaviors that are observable and measurable			D					
<b>IV</b>	<b>Assessment Strategies</b>								
	a. Use specific multiple measures for assessment of learning outcomes other than grades			D					
	b. Use direct measures of student learning outcomes			D					
	c. Indirect measures may also be used but along with direct measures			D					
	d. Measures are aligned with goals/ learning outcomes			D					
	e. Each goal/ outcome is measured		E			Some goals have been measured, and others are still being planned			



<b>V</b>	<b>Utilization for Improvement</b>					
	a. Identify who interprets the evidence and detail the established process			D		
	b. How are findings utilized?		E			

## APPENDIX IV. FACULTY

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

YEAR	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	FTEF Allocation	FTES Target	Actual FTES	Budget SFR
2008-09	6	11		5	1	27.4	759	758.7	27.7
2009-10	6	12		4	1	24.5	725	724.6	29.6
2010-11	5	11		4	1	27.4	711	711.2	25.9
2011-12	6	8	2	2	1	28.5	771	770.7	27.1
2012-13	8	6	2	3	1	26.6	749	749.0	28.2

**APPENDIX V. CURRICULUM FOR DEGREE COMPLETION PROGRAM**

<b>Cohort Sample Schedule</b>			
<b>Year</b>	<b>Term</b>	<b>Course Title</b>	<b>Units</b>
Year 1	Fall	<u>SOCI 308: Writing for Sociology Students</u>	3
		<u>SOCI 341: Social Interaction</u>	3
	Spring	<u>SOCI 302: Social Research Methods</u>	3
		<u>SOCI 303: Statistics for the Social Sciences</u>	3
	Summer	<u>SOCI 371: Sociology of City Life</u>	3
		<u>ANTH 300: Language and Culture</u>	3
Year 2	Fall	<u>SOCI 410: Theories of Social Behavior</u>	3
		<u>SOCI 473: Formal Organizations</u>	3
	Spring	<u>SOCI 443: Sociology of Aging</u>	3
		<u>SOCI 357: Race and Ethnic Relations</u>	3
	Summer	<u>PHIL 312: Business Ethics</u>	3
		<u>SOCI 356: Social Inequality</u>	3
Year 3	Fall	<u>SOCI 463: Political Sociology</u>	3
		<u>SOCI 411: Criminology</u>	3
	Spring	<u>SOCI 354: Gender, Sex &amp; Society</u>	3
		<u>HUSR 350: Leadership Skills and Personal Development</u>	3
	Summer	<u>CPSC 313: The Computer Impact</u>	3
<b>TOTAL</b>			<b>51</b>