CSU Channel Islands
Program Review
External Review Site Visit and Report

Program Name: Sociology

Date of On-Site Visit: Thursday, October 20, 2022 and various zoom meetings

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SCORE	STAGE	DESCRIPTION
1	Initial	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
2	Emerging	The program partially satisfies the criterion. Some data is available documenting this dimension. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires.
3	Developed	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
4	Highly Developed	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

I. Element One: Program Purpose and University Goals		
CRITERION FOR REVIEW	**INQUIRY**	**SCORE**
A. Program Mission and Operating Practices	**1. Does the program have a mission statement or statement of program goals that is appropriate?**	3
	2. Does the program have an organizational structure and procedures for its key activities such as advising, scheduling, chair selection and review?	3

Comments:

The *mission statement* was updated during a comprehensive overhaul of the curriculum. As the self-study reported: "Sixty course modification forms were filled out in total." It is a sound mission that stresses the developmental framework for the major and learning outcomes.

The department has current by-laws updated as needed due to changes in department composition. In addition to the Department Chair, formal positions included a Program Advisor and Curriculum Coordinator, and newly created Assessment Coordinator. The *organizational structure and procedures* were one of the most significant challenge facing the department, specifically we understand there has been conflict and disagreement about who is doing advising (workload, lecture versus tenure track faculty), decisions about scheduling (balancing needs of students and preferences of faculty, policy about online versus in-person teaching), and who will be the new chair (workload issues, selecting to an internal candidate, collegiality).

Recommendations:

1) *Mission statement:* We noticed that the role of public sociology or community engagement was not as prominent in the mission statement given the outstanding effort the Sociology faculty make to incorporate it into their courses and research. We encourage the department to highlight their community work (e.g., service learning, community engaged research, participatory action research) into the mission statement. We understand that not everyone participates in such activity, but we recognized it is a strong ethos underlying the majority of the faculty and something that the students valued as well.

2) *Organizational Structure and Procedures:*

(a) Improving the trust and collegiality among faculty must be the first step to improve the organizational procedures in the Sociology Program. To this end, the dean should invest in external help of conflict resolution experts.

(b) The tenured/tenure track faculty create a policy to rotate into the chair position so that it is expected and workload/plans can be anticipated.

(c) Similarly, a rotating schedule of faculty should be instituted for other forms of departmental leadership.

(d) Committees formed to support the formal department roles. Faculty should consider departmental committee support as routine and expected service that is included in their workload as faculty.

(e) Distribute student advising evenly across all tenured/tenure-track faculty members. For example, divide up advising load by last names which are posted online, along with email and office hours, so that students can find their faculty advisor.

	(f) Clarify the role of lecturers who are doing major service and who actively participate in department culture.
	We viewed the lecturers as an asset to the department and they reflected tremendous dedication to students. At CSUSB and CSUSM, part-time instructors do not hold any official advising roles. CSUSM Academic Senate recently voted on lecturer inclusion; committees and service activity must create a compensation plan for lecturer faculty who participate in these activities.
	(g) Create a transparent compensation plan for lecturer service (e.g., WTUs, professional development funds).

B. Program Relation to University Mission	1. Is the program supportive of the University's mission and its strategic priorities?	4
	2. Is its program integrated and supportive of the campus's four mission centers?	4
	3. Is the program supportive of the campus' general education program?	4

Comments:

The Sociology program's recently restructured curriculum is supportive of and directly aligned with the university's mission and strategic initiatives to provide an undergraduate education that "facilitates learning within and across disciplines." Moreover, the curriculum includes integrative approaches to learning and a successful experiential and service learning component. Additionally, the curriculum is scaffolded to facilitate the university's strategic priorities in achieving educational excellence, student success, inclusive excellence, and building capacity and sustainability.

Various Sociology faculty members have served in the mission centers and are actively involved with the campus mission pillars (community engagement, integrative education, multicultural engagement, and international experience). Faculty are heavily involved in integrating community engagement through undergraduate research.

The redesigned Sociology curriculum is supportive of the GE program and includes four courses: two lower division and two upper divisions in "Area D Social Sciences."

Recommendations:

One of the program's strengths is contributing to the mission centers, especially in community engagement, integrative education, and multicultural engagement. When the Sociology program has the capacity (namely more faculty lines) to explore the pillar of international experiences, faculty may consider initiating conversations and consulting with the Center for International Affairs on existing study abroad programs that may be suitable for Sociology majors.

C. Dissemination of Program Mission and Goals	1. Has the program disseminated information about itself to key constituencies, including faculty, professional colleagues, current and prospective students, and the community?	3

Comments:
The program primarily utilizes its website to disseminate information to key constituents. The website was revamped and includes a promotional video with highlights about the program. Additionally, the website includes information about the curriculum, advising information, faculty members, and other resources like career paths, organizations, etc. for current and prospective students. Physical bulletin boards also highlight faculty and their scholarship activities.

Recommendations:
The self-study report noted the outdated nature of some pages on the website and the bulletin board due to lack of resources to maintain these sites. The department could consider hiring Sociology students to maintain these sites on a semester or academic year basis. The program might also consider using the existing one-page pamphlet "Teaching Emphases, Expectations and Resources" (make revisions so the pamphlet is less text-heavy and include a few photos of students and faculty) to work with recruiters in the Admissions office to distribute the pamphlet at recruiting events, including feeder community colleges (Moorpark, Oxnard, Ventura, and Santa Barbara Community College).

II. Element Two: Achieving Educational Outcomes

CRITERION FOR REVIEW	INQUIRY	SCORE
A. Curriculum Requirements and Expectations for Learning	1. Do the program's curriculum and degree requirements reflect high expectations of students?	4
	2. Is that curriculum reflective of current standards in the discipline?	4

Comments:
The department has transformed the curriculum to "restructure the entire curriculum including the [research] capstone experience. They aimed to deliver "a developmental education [which] means incrementally building necessary skills and understandings, both within individual courses and across the curriculum as a whole."

The department is not only reflective of current standards of the discipline, they are creating new and improved standards for other departments to follow. Their work was published in a flagship journal and represents cutting edge curricular innovation. We applaud the department for their revision of the electives to align better with the American Sociological Association sections areas and to add qualitative methods to the core requirements. The new course SOC 450 Sociology Seminar allows faculty to delve deeper into a subfield of Sociology. We noted that this is the first year of implementing the curriculum change as students return to on-campus course delivery and campus life. Assessment of the new curriculum will be central to the following years of course delivery.

Recommendations:

We commend the department for taking on a huge task of redesigning the curriculum and also recognize that once they have a regular assessment plan in place, there may be changes made to the curriculum as needed. Based on the campus presentations and self-study, we offer insights and possible recommendations to consider as the new curriculum is assessed:

(a) Primarily, our recommendations come from observing a highly structured pathway that the new curriculum creates. We learned from the students that the sequence of core classes is sometimes difficult to navigate given the relatively limited time and modalities of the courses offered. Using course and assessment data, we encourage the department to examine the areas where the new curriculum may present unnecessary bottlenecks in the major.

(b) Currently, there is one lower division methods course and three required upper division research methods courses: "After students pass Research Methods, they enroll in two additional methods courses, one focused on quantitative data analysis, and the other focused on qualitative data collection and analysis." The delivery and timing of core courses may prove to be cumbersome for the department. While it is noted the two methods classes can be taken concurrently, we believe this is unadvisable given there are also two theory courses that must be taken. All four are heavy workloads for students. Also, given that the students we met were eager to take electives to explore their interests and passions within Sociology, we urge the department to consider distilling the research methods to two courses -- quantitative and qualitative. Perhaps another required course can emphasize and incorporate research inquiry which would have the same impact as scaffolding and reinforcing important concepts and skills in the Sociological research process.

(c) The capstone is a two-semester sequence based on conducting a research project. We advise the Sociology program to assess this portion of the curriculum. There is great promise and exciting outcomes that could be yielded. However, students want internships to give them experiences for graduate school in social service fields (e.g., social work) and to commence a career after graduation. We strongly recommend converting the capstone course to one semester and offering an internship course, giving students the option to choose between the capstone or internship course.

(d) Another area of condensing the required courses to consider: Since SOC 450 Sociology Seminar is required, the Sociology program could make this seminar the first in the sequence of the required capstone and the second the implementation of the content driven project that the SOC 450 faculty develops. If a classroom IRB is created for SOC 450, the research conducted by the students could serve to strengthen and support the faculty member's current research agenda.

(e) Finally, once an Assessment Committee is in place, we highly recommend it provides regular reports to the department through email update or presentation at a department meeting. We observed contrasting statements and critiques about various courses from faculty. Part of the departmental climate issue should address creating a respectful discourse and curiosity about how courses are taught, choices about readings, etc. Assessment could be a useful tool for productive, collegial discussions to *celebrate* where things are going well and what needs *collectively action* to address any challenges seen in the assessment data.

B. Course and Program Learning Outcomes (PLOs)	1. Has the program developed assessable learning outcomes for its courses and for the program?	2
	2. Are course learning outcomes aligned with program outcomes?	3

Comments:

The department has program student learning outcomes and they are developing a comprehensive assessment plan. The PLOs are reflective of the curricular goals of the department, however, as they

develop an assessment plan, they will likely discover that some may be difficult to operationalize. For example, how will the department assess the extent to which students understood "the role of evidence in the social sciences and the application of systematic empirical inquiry (PLO #4). During our visit, we were presented with assessment data for SOC305 Writing in the Social Sciences and SOC321 Research Methods, and faculty demonstrated thoughtful reflection and discussion on the results.

Recommendations:
  (a) The PLOs should be distilled further and we suggest focusing on (1) communication, (2) Sociological content area, (3) Sociological imagination, (4) theory, and (5) methods. At CSUSM, we had a complete overhaul of our assessment culture with leadership that stressed the following: create three to five learning outcomes and create assessment activities that truly are meaningful for the program's curricular goals and vision.
  (b) We recommend an additional support from the university's assessment office to condense the current PLOs and create related assessment plans, which would also involve identifying which courses align with the PLOs (i.e., mapping the curriculum to assessment).
  (c) We also recommend that the curriculum committee (rather than placing the work on one faculty member) and that this committee be composed of non-tenured and tenured faculty to reflect continuity and new directions.

C. Learning Outcome Data and Analysis	1. Does the program regularly collect course and program learning data?	2
	2. Is that data analyzed, available, and used for program improvement?	2

Comments:
The department drew upon course data to conduct its transformation of curriculum. The faculty demonstrated talent and capacity to work with data for program improvement in terms of assessment. They recognize that they will need to assess the impact and effectiveness of the new curriculum.

Recommendations:
Begin to use course and program data for program improvement, especially in a systematic way for program assessment.

D. Timeliness of Degree Attainment	Do students in the program attain the degree in a timely fashion?	3

Comments:
The program is making great progress for transfer students' graduation rate and is only six percentage points away from reaching its GI 2025 goals (54% for two-year graduation rate and 78% for four-year graduation rate). Targets for first-time, full-time freshmen (FTFT) are below the GI 2025 goals and can be partly attributed to the nature of Sociology being a "discovery major."

Recommendations:
For those FTFT students that declare the Sociology major at a later time, the program could consider offering the three prerequisite courses (SOC 100, 201, and 202) every semester to avoid "bottleneck" courses. Alternatively, students could take SOC 201 Social Problems concurrently with SOC 202 Intro to Research Methods (currently, the Four Year Academic Roadmap indicates that SOC 201 should be taken first). Another option is to offer SOC 201 during the summer session.

E. Involvement of Students in Curricular Activities	1. Are students active participants in the learning process? Consider whether the program provides opportunities for students to participate in curricular-related activities, such as research and creative opportunities, service learning experiences, performances, and internships?	4
	2. Does the program provide support by way of co-curricular activities for its students, such as clubs, field trips, lectures and professional experiences?	4

Comments:
We applaud the Sociology program's ability to provide ample opportunities for students to be active participants in the learning process. Faculty have led various curricular-related activities, namely undergraduate research opportunities that are embedded in the curriculum (Capstone course and UNIV 498), community-engaged research projects with undergraduates, the Summer Undergraduate Research Fellow program (SURF), and student research assistant opportunities. Moreover, the program is very supportive of co-curricular activities for Sociology students, including a very active Sociology Club and Alpha Kappa Delta (with faculty serving as advisors/co-advisors), service learning experiences, community-based research and contributions to a CBR campus based digital volume, mentorship, and professional development through conference presentations and conference competitions. The latest student satisfaction survey data (Spring 2018 and 2019) showed that for the "out of class activities" variable, an average of 25% reported being "very satisfied" while 62% were "somewhat satisfied." Student members of the Sociology Club shared with evaluators that the Sociology's small class sizes contribute to a "more immersive learning experience." Additionally, students praised their Soc professors' specialty areas of research that provoked students to consider examining various social issues, and inspired them to create change.

Recommendations:
Continue providing opportunities for students to actively participate in curricular and co-curricular activities. List these opportunities on the Sociology website, e.g., Sociology Club, SURF, and community-based projects, etc. Students commented that SURF does not allow students to receive stipend and undocumented students are not eligible to be paid. We recommend that the Dean's Office work with campus entities to create more equitable practices of inclusion and compensation. Students also expressed interest in internships relevant to their career interests and graduate school preparedness. We suggest that faculty initiate discussions on how to incorporate internships in the curriculum.

F. Advising and Academic Support	1. Does the program provide adequate student advising?	4/2*
	2. Does the program have a relationship with student support services, such as EOP, career services, and disability accommodation?	2

Comments: *We rate the previous advising model 4 and 2 for the new model under Academic Advising.

Since 2015, two Sociology faculty have served as program advisors and provided excellent student advising.

Each program advisor received reassigned time (3 WTUs/semester). Advisors met with students regularly to advise on the curriculum, created informational videos, provided presentations at new student orientations, held registration workshops, and DFW workshops. Beyond course-related advising, the advisors also provided students with career advice, job opportunities, internships, and scholarships. Program advisors dedicated tremendous time and effort with advising. In fact, Student Success Workshops were offered starting in 2017 and awarded national recognition. We were concerned about the lack of attention and recognition given to Sociology's role in the Student Success Workshops which would have boosted faculty morale, yet the campus adopted this award-winning approach as an institution-wide initiative. The recent shift of advising duties to the Academic Advising office has created some confusion for students following the old catalog requirements and newer students following the new catalog which now reflects the redesigned Sociology curriculum.

Self-study report did not specifically mention relationships with student support services. However, we were provided with the SOC 498 syllabus during our visit and it includes information on student support services. Faculty mentioned working with various student services when a student needed support.

Recommendations:

1) Improved relationship with Academic Advising
   (a) We recommend that the Program Chair and Associate Chair arrange a meeting with the director of Academic Advising to discuss challenges and/or confusion with the new curriculum.
   (b) If possible, regular meetings each semester should be conducted with at least one major advisor to ensure there is better communication and understanding.
   (c) Advisors could be invited to department meetings, if their workload permits.
   (d) The Dean's Office should be encouraged to play a significant role in connecting the academic advisors and departments.

2) To cultivate a more intentional relationship with student services, the department chair could invite the leads from this office to department meetings to share about their services and inform them of activities in the department. Also, the Sociology program can share news and updates via emails with the relevant student services staff.

3) Finally, the department could list links on the Sociology website to help students identify student support services, the Career Center, DASS, etc. Depending on the resources and infrastructure, the Career Center could be asked to run a report on the amount of Sociology majors using services, which would help the department have baseline data with an eye for increasing student's engagement.

G. Articulation and Transfer	Does the program have policies and procedures that facilitate articulation with community colleges?	3
	Are transfer students accommodated and integrated into the program?	3

Comments:
Articulation: Yes, the Sociology department is aligned with the articulation of the community college. They had traditionally had closer relationships with their sister institutions in the region previous to the COVID pandemic and hope to build this back up. *Accommodations & Integration for Transfer Students:* The transfer students represented the majority of participants in our session with students. They felt supported

and well prepared for the major at CSUCI.

Recommendations:

> **(a)** Units at CSUCI who work with transfer students such as outreach, orientations, sustaining integration, student success should lead the smooth integration of transfer students in relationship with the department so that better understanding of Sociology majors.
> **(b)** Institutional Research and Planning (IR&P) should provide the Sociology program with data regarding student success and equity metrics about transfer students experiences to help the department chair and other faculty plan their programmatic goals.

H. Retention	Are native and transfer students in the program being retained in the major and by the University?	3

Comments:
As a transfer-heavy major, the Sociology program has made great strides to meet the GI 2025 two-year graduation rates. Based on the program's latest data (Fall 2016 and Fall 2017), retention rates for transfer students' first year are very high and comparable to university-wide retention rates: 90.5% retention in the second semester (compared to 91.7% retention for all CSUCI students in spring semester, per IR&P dashboard Fall 2021 cohort). Retention drops during the second year: 80.5% in the third semester (compared to 82.3% retention for all CSUCI students in spring semester, per IR dashboard Fall 2021 cohort).

Recommendations:
With assistance from IR&P, determine what factors are contributing to the drop in retention rate during the second year (e.g., bottleneck courses resulting in students having to wait another semester to take the class/classes they need). Drop in retention may also be due to factors beyond the program's control, e.g., significant dip in enrollment during pandemic because many students increased work hours to support themselves and/or their families.

III. Element Three: Developing Resources to Ensure Sustainability

CRITERION FOR REVIEW	INQUIRY	SCORE
A. Faculty Resources and Scholarship	Does the program have faculty in sufficient number, and with appropriate rank, qualification, and diversity to support its academic program in a manner consistent with its objectives? Is there evidence of the faculty involvement in scholarship and creative activities at a level appropriate to the discipline and University?	2/4*

Comments: *Our rating of 2 refers to the strong need to increase the number of faculty in the program and a 4 for scholarship.

The program does not have sufficient faculty, with appropriate rank, qualification, and diversity to support its program objectives. There are eight tenured/tenure track faculty (one professor, four associate

professors, and three assistant professors), four full-time lecturers, and nine part-time lecturers. The imbalance of faculty rank and inequity of reassigned time for lecturers (lecturers receive less reassigned time than tenure-track faculty) poses serious problems with program leadership and service workloads. The over-reliance on lecturers results in lecturer faculty teaching the majority of WTUs. Moreover, reassigned time, sabbaticals and leaves, have created unmet teaching, leadership, and service needs.

The decline in FTES since the pandemic (starting in 2020) impacted CSU campuses systemwide. As of Fall 2022, IR&P data indicates that the Sociology program had 335 students enrolled. The SFR is high and tenure density is low compared to other programs at CSUCI.

The faculty are incredibly successful in terms of research, scholarship and creative activities, despite high teaching and service load. Not only do faculty have an impressive record of scholarship, but they also serve in numerous capacities at the university level, professional organizations like PSA and ASA, and are heavily involved in community engaged scholarship and activities.

Recommendations:
Need to hire more tenure lines, including at the associate professor level. As mentioned above, 1) the department policy on reassigned time should address inequity in reassigned time for tenure-track faculty versus lecturers, 2) there should be a process for rotation of the leadership roles, especially for the Chair (eligible Sociology tenured faculty) with adequate reassigned time, and 3) the distribution of service work at the program level should be distributed equally among faculty.

B. Professional Staff	Does the program employ professional staff --support coordinator, technicians, lab assistants -- sufficient to support the academic program?	2

Comments:
The Sociology department states that it has the following support: Academic Support Coordinator (ASC). She provides one-third support because she supports two other programs. Given the size of Sociology, more support is needed especially to support the department (e.g., scheduling). The ACA is not located in the same building as the Sociology program.

Recommendations:
    (a) Reallocating space to have the ASC located in the same building of the department.
    (b) Sociology needs a 100% ASC dedicated to the program.

C. Faculty Workload and Evaluation	1. Is faculty workload aligned with the program's goals for effective teaching, scholarship, and University and community service?	3
	2. Are part and full time faculty evaluated regularly and according to University policies and practices?	4

Comments:
Faculty workload is partially aligned with the program's goals, but the insufficient number of faculty, high teaching load, and heavy service (also see Element III-A.) has created serious challenges. Faculty are incredibly productive in their scholarship and their university and community service contributions are impressive. All faculty and lecturers are evaluated regularly according to the University Policy Manual.

Recommendations: (also see Element III-A.)
Reassigned time should be consistently awarded to faculty and lecturers. The role of Program Chair requires adequate reassigned time. We noticed the chair has been redistributing chair WTU to colleagues helping with service, yet service work is part of faculty workload and does not always come with automatic reassigned time. Program level service work should be spread across all faculty. Lecturer evaluations can be conducted by other tenure/tenured faculty (rank appropriate) and should not fall entirely on the Program Chair.

D. Faculty Development	1. Do faculty have and use professional development plans (PDPs)? 2. Does the program support faculty development opportunities sufficient to improve teaching, learning and scholarship?	4
Comments: Faculty find the PDPs useful as they go up for tenure. Sociology faculty are research engaged, but have heavy teaching and large service loads. They report having "ample opportunities" for professional development.		
Recommendations: Additional professional development is advisable to support faculty research and teaching.		
E. Fiscal and Physical Resources	1. Does the program have the budgetary resources needed to support its educational program?	3
	2. Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program?	3
Comments: The Sociology program is currently straddling two versions of their curriculum - students taking courses from the previous sequences and newer students needing courses for the redesigned program. This stretches departmental resources (e.g., WTUs) because the chair must accommodate students and maintain a curricular path to graduation. The self-study report shares that there is a lack of departmental co-curricular programmatic goals. Faculty and students shared that they are satisfied with the facilities for teaching and research. We learned that the administrative support is a considerable distance from the Sociology department, which is impractical for faculty or chair needs.		
Recommendations: 1) Instead of offering classes to meet the needs of two curriculum trajectories, the faculty advisors (or department chair) can offer alternative course substitutions that could be used for students who are in the old version of the program. 2) The administrative support personnel should be strategically closer to the department in which they serve.		

F. Developing External Resources	1. Does the program seek and receive extramural support at the appropriate level, including grants, gifts, contracts, alumni funding?	1

Comments:
We noted that the Sociology faculty is doing incredible work of the faculty in their research, teaching, and service to the region. In particular, their community engaged research is significant and of importance to the mission of the CSU. However, faculty have not been able to adequately seek grants or donations due to their heavy workload and we did not see evidence of the CSUCI units in active correspondence with the Sociology Department. Additionally, while the Sociology majors are clearly proud of their department, the department does not have the means to develop a formal alumni campaign or affinity group.

Recommendations:
We strongly encourage the extramural support units at CSUCI to commence and maintain meaningful relationships with the Sociology Department.

(a) The Advancement Office could showcase the high impact practices reflected in the capstone courses to share with potential donors.

(b) The Office of Grants and Sponsored Projects should be regularly meeting with the department to share opportunities related to H.S.I. status, such as the National Endowment for the Humanities ("H.S.I. Scholar Program") which includes qualitative Sociology, and the National Science Foundation (e.g., "Build and Broaden" initiative).

(c) The alumni office could liaison with the department to create a low impact mode of communicating and connecting with alumni.

(d) Finally, the Dean's Office should also take the lead in leveraging these extramural support offices' communication and opportunity toward the social sciences, for example to offer grant proposal boot camps for Sociology (and other faculty in the social sciences) which would strengthen their professional development and retention/promotion process.

G. Information Technology	Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?	3

Comments: The program has access to information resources and technology. However, access to other statistical software like STATA would benefit faculty research and scholarship. Currently, there is only one Sociology-designated computer lab with 24 stations, which limits the number of students that can use the lab.

Recommendations:
1) Information Technology Services (ITS) can poll CSUCI faculty, students, and staff regarding use of STATA and qualitative software programs, such as ATLAS.ti, Nudist, or Dedoose. Consider purchasing institutional licenses. Access to needed software like STATA will contribute to faculty scholarship and success.
2) In terms of technological resources for students, ITS and/or the library should consider offering loaner laptops for students to use in regular classrooms.

H. Community Involvement and Liaison	If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program use community professional input for program improvement? Does the program maintain a relationship with its alumni?	3

Comments: The Sociology program has an impressive record of linkages to community organizations and community members. Faculty have done incredible work with regards to the local community in terms of serving in leadership roles with various local organizations. Faculty also have numerous links with community partners as part of their students' community-based research projects. Community engagement is also built into the capstone course.

The Sociology program has hosted the Alumni Career Panel, but the event is not sustainable due to the limited capacity of the program.

Recommendations:
Given the heavy teaching load and service that Sociology faculty already carry, adding alumni-related activities to their workload is not realistic or manageable. When the Sociology program builds capacity (more tenure lines, clear guidelines and processes for sharing program-level service work, etc.), we suggest consulting with Alumni & Friends Association on ideas to connect and engage with Sociology alumni. Funding should be made available to host the annual Alumni Career Panel.

IV. Element Four: Creating a Learning Centered Organization		
CRITERION FOR REVIEW	**INQUIRY**	**SCORE**
A. Program Planning	Does the program engage in planning activities which identify its academic priorities and their alignment with those of the division and the University?	2

Comments:
The Sociology program has embedded the mission pillars of the University into their curriculum, so it is a compelling example of how a program aligns its academic priorities with the university. The lengthy planning and organization that occurred to thoughtfully overhaul their curriculum reflects the capacity to engage in planning activities. We did not see evidence of the department's strategic planning or academic priorities in relation to the college.

Recommendations:
Engaging in strategic planning takes time, some level of goodwill within the members of the department, and a minimum sense of budget and resources. Currently, the department faces significant workload issues, is dealing with interpersonal conflict, and as the self-study report indicates, does not receive their budget until quite late in the semester. Eventually, as the first two challenges are addressed, this department has the talent and skill to strategically plan. We understand the limitations of planning without a budget, however, we do encourage the department to reasonably rely on the previous year's budget to make initial plans for the department.

B. Integration of Planning Resources	1. Is program planning integrated into the Academic Affairs budgeting process?	2
	2. Are program planning goals informed by student learning outcome data?	2

Comments:
The self-study report and discussions with faculty and administrators confirm that the budgeting process by CSUCI and the CSU system is quite delayed. For the Sociology program, it has inhibited their planning process regarding how much they can realistically plan for hiring student assistants, planning co-curricular events, and other activities. In terms of learning outcome data, the department has not yet engaged in systematic and consistent assessment of student learning outcomes across the curriculum. However, we see the promising analysis conducted for the program review and presume the systematic assessment activities will be soon underway.

Recommendations:
The timing of the annual budget is out of the hands of the university, dean, and department chair. However, it is reasonable to engage in general planning with the knowledge of previous year's budget and a sense of the current fiscal outlook. We recommend, as part of the conversations we hope the department will have about workloads, rotating roles, advising, and lecturer role, they will also include their plan for assessment to address issues such as which classes should be included, when they will be assessed, which PLOs will they be assessing, etc.

C. Professional accreditation	If the program holds or is seeking professional accreditation, are its practices and resources consistent with that objective?	NA
Comments: n/a		
Recommendations: n/a		

V. Summary Reflections and Recommendations:

The Sociology program has demonstrated excellence in teaching (cutting-edge curriculum, and advising model) and research. Their curricular innovations -- Student Success Workshops and Curriculum Redesign -- have been

nationally recognized. The faculty in the Sociology Program have a passion to support students and the majors are very pleased with their Sociology training.

- Faculty are contributing to the university's mission pillars. Specifically, faculty possess strong ties with the community and local organizations. As a result, faculty have a record of community engagement, and are inclusive of service learning and CBR opportunities for their students.

- *Assessment*: The Provost mentioned that university-wide assessment has been "haphazard." The university needs to establish clear guidelines and direction from the AVP to assist the department in conducting regular assessment. Departments should have expert assistance to develop a plan for conducting meaningful assessment. When the university has a clear assessment process, programs like Sociology can develop an assessment strategy plan with feedback and guidance from AVP of Assessment.

- *Increasing Morale*: The Provost and the Dean were aware of low morale within the Sociology program and across the university. While there are larger politics and structural issues at play, there is much that can be done to improve the climate to be one of care and validation. For example, an email congratulating and recognizing departments that do amazing work takes little time and no fiscal resources. Developing an online "good news form" at the university and college levels would allow department chairs and/or faculty to submit their accomplishments, which could then be compiled and shared widely. Sociology faculty have done incredibly amazing work in the areas of advising (national recognition), community-based research (publication), and curriculum redesign (publication).

- *Managing Workload:* Administrators acknowledged that the campus is service-heavy. Message has to come from Provost/Deans to prioritize teaching and scholarship. Provide support (reassigned time AND monies) to faculty for research and scholarship.

- *Managing Conflict:* The Sociology program has a dire need to resolve interpersonal and collegial conflict. The interventions with the ombuds office were not effective. By all accounts, the ombud was not effective the first time and worse the second time. The Sociology program would benefit from the expertise and professionalism of an external conflict management consulting team.

- *Reassess the Curriculum*: We recognize the lengthy process undertaken by faculty members to transform their curriculum. With the pandemic and the new enrollment realities, it seems that the curriculum should be further revised. Some important points of opportunity we hope the Sociology program will consider:
  - The new curriculum seems overly perspective and may not reflect the nimbleness that must be embraced due to decreases in resources (e.g., less sections) and the complexity of students' lives (e.g., unable to take the sequences as currently structured)
  - There are too many research methods courses - consider incorporating various research methods projects into electives
  - More electives should be offered (as opposed to required/core courses)
  - Add an option of internships or capstone courses
  - Consider specializations or emphases, e.g., community-based and community-engagement is one specialization that clearly stands out. The department is already doing so much in this area!

Additional Considerations
We would like the opportunity to address two additional issues that were mentioned in the self-study report

and discussed from various perspectives during our visit.

- *Opportunity for Graduate Program*: The self-study directly asked for the external evaluators to assess the possibility of a graduate program. It is clear that faculty have the intellectual and pedagogical capacity to create and sustain a thriving graduate program. They are research active and the upper division core courses already resemble the high standards of a graduate program. However, lack of resources (e.g., WTU to deliver graduate seminars), the current workload challenges (e.g., thesis advising), and departmental climate lead us not to recommend planning for or implementing a graduate program at this time.

- *Criminology as an Opportunity*: Based on the self-study and conversations with the faculty and dean, we learned of the opportunity to include a criminology major within the Sociology Program. We want to take the opportunity to share our perspective. First, we wholeheartedly agree that creating a curriculum for "administration of justice" program (also known as "cop shops" where future law enforcement are trained) *does not* align with the mission of the Sociology program. However, CSU Humboldt and CSU San Marcos have created Criminology and Justice Studies majors within Sociology Departments that offer students a critical perspective on crime, law, and the impact on communities through a social justice lens. Nationally, it is not uncommon to have a criminology specialty housed within a Sociology department. The contemporary discipline of criminology includes racial justice and is equity-focused. Incorporating criminology courses can be designed to address inequities and connect students to the local, state, and federal interventions and forms of state-led oppression occurring in their own neighborhoods. We noted that several faculty already incorporate content areas related to critical perspectives on crime and law, and most faculty teach from a social justice framework. In the case of CSUSM, the CJS major has grown rapidly and also boosted the Sociology major. However, given the findings regarding workload in this external reviewer report, we do not recommend adding more to the existing faculty. This type of activity would have to come with considerable resources to create, grow and sustain a new major within the program.

Date: Monday, January 30, 2023

Submitted by: Marisol Clark-Ibáñez   Ethel Nicdao

Signature(s):   *Marisol Clark-Ibanez*   *Ethel*