

SOCIOLOGY PROGRAM

Self-Study

Spring 2021

INTRODUCTION AND OVERVIEW

The Sociology program began in Fall 2005. Dr. Hartung was the founding faculty member who hired three additional tenure-track faculty. Dr. Downey, Dr. Lee, and Dr. Wagner all began in Fall 2007. These were the four tenure-track faculty in the program at the time of our last program review self-study in Spring 2013. Currently, only Dr. Downey is left, as Dr. Hartung retired, Dr. Lee tragically passed away, and Dr. Wagner moved to Health Sciences. Dr. Wagner still teaches fifty percent time in Sociology, but all of his service lies in Health Sciences. In Fall 2013, Dr. Trimble O'Connor, Dr. Sánchez, and Dr. Sowers all joined the program. In Spring 2016, Dr. Kadakal joined the program as a replacement Theory hire. In Spring 2017, Dr. Soper joined the program after a tenure-line search in Environmental Sociology. In Fall 2018, Dr. Chavarria joined the program after a tenure-line search in Latinx Sociology. In addition to these tenure-track faculty, we have numerous long-standing, full-time lecturers, including Dr. Nam, Dr. Jepson, and Dr. Abell. Three core faculty members will not be teaching in the program during AY 21-22. Dr. Downey was appointed Interim Associate Vice President of Academic Programs and Continuous Improvement, while Dr. Sánchez and Dr. Trimble O'Connor are both on sabbatical/leave.

Sociology and Anthropology were a dual program until Spring 2020; as such, much has changed since the last review. Dr. Downey served as Program Chair from 2013 until 2020. During this time, he was chair of both Sociology and Anthropology. In addition to duties such as scheduling and evaluating faculty, he dedicated a tremendous amount of time and energy mentoring tenure-track and lecturer faculty, as well as applying for resources to support professional development opportunities and program service. This position entails more work than it was compensated for, as the chair only receives nine units of reassigned time annually. Thus, when it came time to elect a new chair in Spring 2020, that was an important reason why none of the eligible candidates put their name forward. The Dean of Arts and Sciences assigned Sociology an external chair, and Dr. Andrea Grove, Professor of Political Science, is now serving a three-year term as the Chair of Sociology.

The lack of internal candidates to take over the chair role demonstrates the degree to which current faculty are spread thin. They wear many hats on campus, holding leadership roles in a variety of initiatives, including faculty development, student research, and academic planning. In order for a Sociology faculty member to step up to the role of chair in 2023, the Dean might consider allocating more reassigned time to the position. Our program has grown in size since the last program review in 2013, when there were only 293 majors. In Fall 2020, there were 479 majors, and 342.9 Full Time Equivalent Students (FTES). With 13.2 Full Time Equivalent Faculty (FTEF), the Student Faculty Ratio (SFR) is 26 and tenure density was 57%. To improve our capacity, administration should also grant additional tenure-track lines to the Sociology

program. Fortunately, one line has been approved in the area of Social Inequalities, and a search is underway.

Despite this lack of capacity, our program was able to accomplish great things during the period of review. In the last seven years, the Program Advisor and Curriculum Coordinator have administered significant improvements to better serve our students; this was only possible through reassigned time awarded to each of them annually for three years. Through advising presentations, appointments, and videos, students are better equipped to enroll in the classes they need to graduate in a timely manner. Moreover, the Program Advisor has spearheaded Student Success Workshops to help struggling students get back on track. This initiative even received nationwide recognition from Excelencia in Education as a 2020 Program to Watch for service to Latinx students. The Curriculum Coordinator led a years-long effort to redesign the Sociology curriculum to better prepare our students to complete a research project in their senior capstone course. This involved countless faculty meetings, thoughtful scaffolding of core courses, a complete overhaul of elective courses to better align with recognized subfields, and over sixty course modification forms. The process behind this curricular redesign is even published as the lead article in *Teaching Sociology* and serves as a national model. The program also participated in the campus-wide ALAS Transfer Success program which included significant collaboration with feeder community colleges and faculty, including a “regional sociology faculty summit” to coordinate curricula. This resulted in a collective presentation, including students, at the Pacific Sociological Association annual conference. Moving forward, now that the new curriculum is in place, the Assessment Coordinator will take on a larger role in assessing core classes, by coordinating the efforts of multiple faculty teaching the same courses to track the progression of skills as students advance through the major.

It is important to note that while there have been significant collective successes and achievements that have brought recognition to the program at the regional and national levels, there has been little recognition (much less support) for those achievements on campus -- which has arguably eroded the willingness of faculty to invest time and effort to maintain or build on those successes in the present and future.

There have also been tensions among faculty over various issues to the degree that external help was sought through the University Ombuds. In AY 19-20, the ombuds spoke with many faculty in the program to try to assess the sources of tension and find ways to move forward collectively. Discussions with the ombuds continued in AY 20-21. Because these efforts to address tensions have taken enormous amounts of time, it is apparent that faculty care deeply about the program and want to find ways to move forward. Still, the conflict has impacted the program and added to concerns about future success. Arguably, one result has been a considerable disengagement from and disinvestment in the collective work of the program. Some faculty have stepped away from active governance and leadership roles. Others have shown less willingness to “go above and beyond” on behalf of the program. This has resulted in the discontinuation or lack of forward progress in areas that have in the past been program strengths in best serving our students. Beyond that, meetings and interactions among faculty have been a source of anxiety rather than support and goodwill. That continues to be a central concern to many faculty members, individually and collectively. In this self-study, we hope to communicate what has been accomplished, as well as what is currently at risk given the current program dynamics.

RECOMMENDATIONS FOR IMPROVEMENT FROM 2013 PROGRAM REVIEW AND ACTIONS TAKEN TO ADDRESS THEM

1. Develop a clear design for curricular scaffolding and mapping, and implement

The previous external review recommended that methods, theory and capstone courses be “sequentially structured to ensure that knowledge and skills are acquired in stages.” The Action Plan stated that we would revise and renumber the curriculum, and that target has been achieved. In Fall 2019 the new Sociology Curriculum was submitted to the university’s Curriculum Committee. It was fully approved in Fall 2020 and went into effect starting in Fall 2021.

This entire curricular revamping was a massive undertaking. It entailed frequent faculty meetings, hours of discussion, and difficult decision-making. Sixty course modification forms were filled out in total. First, following American Sociological Association best practices for transfer-heavy institutions, SOC 350 Social Stratification became SOC 300 Social Inequalities. The course will now serve as an advanced introductory (or “keystone”) course, which is a new aspect of our curriculum. It is required for students, with transfer students taking it in their first semester. Dr. Sowers applied for and received funding from Teaching and Learning Innovations (a campus entity) to make this a no-cost course (students do not have to purchase materials) -- but also to redesign the course to serve an advanced introductory role (and to integrate systematic empirical inquiry). An additional course that we added, which is also required of all students, and intended to be taken in their first semester, is SOC 305 Writing in the Social Sciences. This introduces students to reading peer-reviewed scholarly journal articles and writing a literature review, and provides early opportunities to get critical feedback on and guidance in written communication. With these two initial core classes, students develop a sociological imagination to recognize race, class, and gender inequality, and they also develop the skills they need to read and synthesize empirical research. While these two modifications to our curriculum are already in effect, numerous additional revisions to core and elective classes went into effect in Fall 2021. (The full implementation of the curriculum redesign was further set back by extensive changes in GE structures at the campus and system levels which required changes to initial plans).

In the new curriculum, core classes are now sequenced so that students will be better prepared to carry out a research project in capstone. SOC 300 and SOC 305 are prerequisites for SOC 311 Classical Theory and SOC 321 Research Methods in Sociology (but they can be taken concurrently so that students progress to graduation in a timely manner). After students pass Classical Theory, they enroll in 315 Contemporary Theory. 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. These are called SOC 325 Statistical Applications in the Social Sciences and SOC 327 Qualitative Approaches to Social Research. After students complete all of these required core classes (although SOC 325 and SOC 327 can be taken concurrently), they enroll in the first of a two-semester capstone sequence.

Previously, capstone was one semester. Numerous discussions and evaluation of the course beginning in 2014-15 (including a campus visit by a national expert on capstones sponsored by the Sociology program) led us to the decision to restructure the entire curriculum including the capstone experience. In order to achieve the vision of guiding students through an empirical research project from start to finish, an additional semester was deemed necessary. Now the capstone is two courses, taken sequentially in the final year. In SOC 495 Capstone I, students design a research project, and in SOC 496 Capstone II, they implement it and present results.

Previously, Statistical Applications in the Social Sciences was required before Research Methods in Sociology, but to aid students in comprehending how to compute cross tabulations and test for statistical significance, it was decided that preliminary skills such as understanding causality and level of measurement should be taught first in Research Methods, along with theories and processes of research design. Previously, there was no class dedicated to qualitative methods, so Qualitative Approaches to Social Research was added to the curricular to better prepare students to carry out qualitative research projects in capstone. The order and titles of the theory courses remained the same, but the numbering changed from 400-level to 300-level so that it is clear they should be taken early on.

In addition to these revisions to the core sequence, elective courses were renamed and renumbered to better reflect acknowledged Sociology subfields and to distinguish between 300-level and 400-level expectations. Further, prerequisites were added to electives so that students would come to them with a foundation of sociological principles. Some elective courses, such as Sociology of Music, Sociology of Religion, and Narratives of the Working Class, were removed from the course catalog. Some elective courses, such as Environmental Sociology, Sociology of Education, and Social Psychology, were added. But mostly, existing elective courses were renamed and renumbered. Previously, elective courses were listed as both 300-level and 400-level, with no meaningful distinction. Under the new curriculum, all electives are 300-level. They are intended to be a broad survey of a subfield. Courses were renamed to better match recognized subfields. For example, SOC 412 Sex, Love and Money: The Family became SOC 362 Sociology of the Family; and SOC 416 Money, Work, and Social Life: The Economy, became SOC 395 Sociology of Work and the Economy.

At the 400-level, students are now required to take a seminar class that dives deeper into one topic within a subfield. This class is titled SOC 450 Sociology Seminar. Each semester, different faculty will teach a section that corresponds with their scholarly interests. For example, at the 300-level, students may take Sociology of Gender and Sexuality, but only spend one week on gender and work. The 400-level seminar is intended to dive deeper into a topic such as gender and work. Students will understand the nuances of scholarly debates as they read and discuss a narrow body of literature. Topics will be advertised to students in advance. This is part of a broader effort to give our curriculum the appropriate balance between depth and breadth -- with the seminar providing a key source of depth, as opposed to electives, which primarily contribute breadth and exposure.

2. Broaden electives, particularly in the area of micro-sociology

As part of the curricular redesign, new elective courses have been offered, and previous elective courses have been removed. For example, Social Change in Spain was a course that a retired faculty member designed; she also was the only one who taught it. In response to the recommendation that we expand micro-sociological components of the curriculum, Social Psychology is now being offered as an elective course. The addition of SOC 450 also broadens our offerings; although it is a required course, the topics will change each semester, resulting in a wide variety of choices.

3. Redefine Student Learning Objectives (SLOs) across curriculum for clarity

In 2016, Sociology faculty revised the Program Learning Outcomes. In 2019, as part of the curricular redesign, Student Learning Objectives were updated on all of the elective and core courses that were renumbered, renamed, or otherwise revised.

4. Establish ongoing, cyclical, programmatic assessment -- including embedded assignments

Formal assessment of Sociology student course work began in Fall 2020. In the years after the previous program review, we had only one tenured faculty member. Engaging in assessment would have meant that junior faculty would have a heavier workload. The decision was made to protect those faculty until they reached tenure. Prior to Fall 2020, informal but extensive assessment took place during conversations about curricular redesign. Faculty discussed areas where students needed improvement, and as a result of those conversations, new courses were added to the curriculum (e.g. Qualitative Approaches to Social Research), and existing courses were re-sequenced (e.g. Research Methods in Sociology, Statistical Applications in the Social Sciences). Given capacity limitations, as well as the extensiveness of informal assessments in the form of collective curricular discussions, we intentionally held off on formal course-wide assessment until the new curricular structure was in place.

The GWAR (Graduate Writing Assessment Requirement) was previously included in the UDIGE (Upper Division Interdisciplinary Generation Education) requirement. When UDIGEs were phased out of GE, each program had to find a class to fulfill the GWAR requirement. Sociology already had the SOC 305 Writing in the Social Sciences course, so a structure for the requirement was in place. Starting in Fall 2020, SOC 305 became our designated GWAR class, requiring assessment. Student work was formally assessed in both Fall 2020 and Spring 2021. The results of this assessment can be found in Element Two-C.

Assessment plans for other core courses are currently being developed. In addition to the creation of course assessment plans, we will also work on assessment of the new PLOs, focusing on one per year.

5. Develop tenure-track leadership of core courses

Since the last program review, tenure-track faculty have been assigned to teach more core courses and fewer elective courses. Tenure-track faculty have taken the leadership, in consultation with lecturer faculty, to develop collective expectations for each required core course. These collective expectations are written into each course assessment plan.

This has been done in an effort to minimize differences across core course sections. While our program has struggled to maintain consistency across different sections of the same course offered by different faculty – in part, because of our low tenure density and large reliance on part-time (and occasionally one-time) lecturers – we are making a concerted effort to rectify this through our assessment plan creation and implementation. While there has been significant progress on developing assessment plans, there has still been no significant discussion regarding how to use that to help us to ensure consistency across course sections, which is a central goal -- largely because that has been an issue of conflict in the recent past.

6. Submit long form to initiate MS in Applied Sociology Program

In the two-year update to the 2014-2018 Action Plan, it was stated that the consensus regarding offering a Master's Degree is to hold off on planning until the undergraduate curriculum redesign is completed. Now that the curricular redesign is finished, a lot of work is still left to be done to implement and assess the new core sequence. This issue is further complicated by the uncertain and shifting relationship between CSUCI's Extended University, where most graduate programs are housed, and the "stateside" undergraduate programs.

Sociology faculty are still interested in offering a Master's Degree in the future, although a lot of discussion needs to take place regarding the content of the degree. Though some planning occurred before, the elements of the Long Form no longer fit well with faculty interests. Whether and when this degree will be offered is also contingent on how the university moves forward with the Academic Master Plan and how questions of feasibility might be answered.

7. Expand tenure-track faculty and broaden programmatic service

The 2014-2018 Action Plan committed to hiring two additional tenure-track faculty members to replace the two faculty members who are no longer with the program (one retired and one passed away). By the two-year update to the Action Plan, in 2016, this goal was achieved. Sociology successfully hired two new faculty in the 2014-2015 and 2015-2016 cycles. However, the five-year goal of hiring an additional two to three tenure-track faculty beyond replacement to serve student growth has not been achieved. While an additional tenure-track faculty member was successfully recruited during the 2017-2018 hiring cycle, Sociology had not been granted another hire until this year. Thus, while we have hired three new faculty since the last review, and are in the process of hiring another, it has not been relative to growth in majors, and so the tenure-track density relative to students and lecturer faculty has dropped. In 2021, current tenure density is 31%, the 9th lowest out of 20 programs in Arts and Sciences.

With regard to programmatic service, the previous program review recommended restructuring leadership roles to include a wider variety of formal leadership positions (which were designed specifically to facilitate the development of collective expertise across the program in critical areas in the context of a largely junior faculty composition). In response, Sociology bylaws were drafted and passed. This formalized the creation of the following leadership roles, to be elected by a vote of the faculty: Associate Chair, Program Advisor, Curriculum Coordinator, and

Assessment Coordinator. Now that we have more new faculty, we need to discuss additional revisions to the bylaws.

8. Initiate independent Anthropology program

Beginning in Fall 2020, Anthropology became an independent program, with its own chair -- a structure that was sought by Anthropology faculty and the program chair for many years. The Chair of Sociology no longer needs to divide their attention between the two programs.

9. Staffing level and location

The last program review highlighted challenges due to being understaffed and having the support not in proximity to the program offices. It was recommended that the Sociology staff member's office be located closer to Sociology faculty offices. The location of the Program Analyst's office has not changed. It is still located across campus. Moreover, the Program Analyst still supports other programs in addition to Sociology (currently Anthropology and Environmental Science & Resource Management).

10. Improve alumni network

In response to the recommendation that the Sociology program integrate alumni into programmatic events, we initiated an event called the Alumni Career Panel. Beginning in Spring 2017, Sociology majors have been invited to an annual event where Sociology alumni sit on a panel to discuss their career trajectories and answer questions from the audience. Other presentations have taken place during this event, including one by CSUCI Career Services and one by the Sociology Chair about American Sociological Association (ASA) data on top employment sectors for Sociology graduates. It is encouraging that Sociology led the way for other campus entities to focus more on this dimension -- although the event has not been held in several years and it is uncertain whether it will be held in the future.

11. Create greater recognition of and value for the Sociology degree, at both the undergraduate and graduate levels

Program Advisors make it a priority to communicate the value of the degree to Sociology majors. They discuss options with any and every student who asks questions about careers or the future during appointments, as well as in every workshop and orientation. Students also receive materials from the ASA; Program Advisors send the students home with informational pamphlets from the ASA when they are deep in thought or crisis about what they will do with their degree. A great deal of discussion and messaging occurs in all of our advising programming. In addition, a page of the Sociology program website, titled Career Choices, provides information on potential career paths that students can follow. The Alumni Career Panel (see above) has also been an important initiative in that area. With the new curriculum, we also now have a course focused on postgraduate possibilities: SOC 492 Careers in Sociology. This remains an area where we need to devote additional attention to attract new students and serve our existing students.

ELEMENT ONE: Program Purpose and University Goals

A. Program Mission and Operating Practices

The Sociology program has a mission statement.

Since the last program review, our program solidified a clear mission statement, based on our curricular focus on systematic empirical inquiry and our pedagogical focus on offering a rigorous yet development education.

Mission Statement

The Sociology Program at CSUCI is committed to offering our students a **rigorous and developmental major** that challenges them while cultivating the sequence of skills and understandings essential to success in the major. Our course of study emphasizes **systematic empirical inquiry**, which seeks explanations of social phenomena based on the collection and analysis of appropriate evidence and the application of sound reasoning. Our coursework also emphasizes **critical thinking** and the cultivation of the **Sociological Imagination**. Our goal is to provide an education that is valuable to students who continue on to graduate studies as well as to those who complete their formal education with a bachelor's degree.

Rigorous and Developmental Education

The Sociology program seeks to offer a rigorous and developmental, or scaffolded, education – one that challenges students to reach their full potential while providing them with the guidance and assistance needed to meet that challenge. Our commitment to a rigorous education means that our faculty set high expectations, and students can expect to be challenged in their courses. Delivering a developmental education means incrementally building necessary skills and understandings, both within individual courses and across the curriculum as a whole.

We are committed to delivering a curriculum that serves all of our students by challenging them to reach their intellectual potential and offering them the skills that they need to succeed beyond graduation. We seek to provide an education that is both practical and critical – balancing theoretical and applied topics and questions that are relevant and useful regardless of our graduates' career and life goals.

Systematic Empirical Inquiry

The Sociology program focuses on systematic empirical inquiry by emphasizing the value of empirical evidence in understanding social phenomena. Faculty embrace the teacher-scholar model of linking active research agendas to classroom teaching. We also promote the student-scholar model through opportunities and requirements to design and conduct research projects.

Students are guided through the process of asking questions about the social world, gathering empirical evidence, and executing analyses to find patterns and provide explanations. Systematic

empirical inquiry is integrated throughout the major by scaffolding coursework toward the production of undergraduate research (whether in the capstone or elsewhere).

The organizational structure and operating procedures are clear.

The organizational structure and operating procedures are outlined in the [Sociology Bylaws](#). The Sociology program considerably revised its bylaws in 2015 by creating a new leadership structure; bylaws have since been revised in minimal ways in 2017, and again in 2020 to reflect the departure of Anthropology. The structures and processes outlined in the bylaws are designed to enhance collective decision-making. Because the program leadership structure reflected in the by-laws was designed to accommodate a very junior faculty composition, it was agreed that they would be revised once we have multiple tenured faculty to take advantage of the wider leadership bandwidth.

Faculty meetings are regularly scheduled during the academic year. They take place on the same day and time throughout any given semester. An agenda is sent out to all Sociology faculty in advance of the meeting, and meeting minutes are sent out after the meeting. Currently, faculty meetings take place every other week, but additional meetings are scheduled occasionally to discuss urgent matters that arise.

Both lecturer and tenure-track faculty attend faculty meetings. Tenure-track faculty are expected to participate in decision-making and share the tasks associated with program governance. Lecturer faculty are welcome to participate, but the bylaws articulate that they will face no disfavor for non-participation. Nevertheless, a core group of lecturer faculty have become active participants during program discussion and decision-making and have been essential to program achievements in the time since the last review.

The bylaws establish clear procedures for voting rights. All tenure-track faculty receive a full vote. Lecturer faculty who have taught in the program more than two semesters have the right to vote. Full-time lecturer faculty (who teach 15 units) are also accorded a full vote, while part-time lecturer faculty are accorded a vote in proportion to full-time status during that semester (e.g. 4/5 of a vote if they teach 12 units).

Program leadership is made up of various program officers. The Program Chair serves a three-year term, and is eligible to be re-elected for a second three-year term, but shall serve no more than two consecutive terms. In reality, the Dean appoints the Chair, but the program vote offers strong guidance. Some of the Program Chair's many duties include the following (also see the University's [Chairs Handbook](#) and the [position description](#)):

--Budgeting and scheduling

--The School of A&S is still developing its budgeting processes, so this area is time consuming

--Scheduling is an especially onerous job that take sustained effort, especially during summer and winter breaks, the majority of which is uncompensated:

addressing student needs, and trying to match that to faculty desires, while hitting FTES targets within the assigned SFR; and then revising as things change

--Curriculum issues

--In recent years, this has been heavy with our redesign, so one of the program leadership roles was Curriculum Coordinator, which was given 3 WTUs annually for three years, taken out of the chair's reassigned time

--Faculty Review

--RTP: the chair has to be a part of RTP processes for tenured and tenure track faculty

--Lecturer observations can be divided among faculty but in AY 21-22, we have only two tenured faculty members plus the chair

--Lecturer evaluations must be done by chair

--Governance and strategic planning

--Governance requires running meetings, organizing faculty to do essential tasks, compliance with administrative demands and changes, etc.

--Conveying information from the administration to faculty

--Strategic planning requires getting everyone on the same page in identifying goals and organizing to meet them

--Program representation

--We often get requests/demands from administration that a program representative is needed at some event, such as orientations, fairs, advising events, ad hoc meetings, etc.

--Student concerns, complaints, and crises

--This is a big job for the chair – Sociology has more than its share

--Crises often require working with CAPS, CARE team, DASS, Student Conduct

--Complaints about faculty require decisions about how and whether to move them forward and/or address them

--Faculty issues, concerns, and support

--As with student issues, things come up where faculty have issues and need support – conflicts, student challenges, etc. (particularly when faculty are criticized for challenging students)

--Mentoring is a huge role, but less need now with more tenured faculty

--Part of support is finding ways to recognize faculty – awards, reassigned time, honors, etc. – and helping to bring them about

--Searches and hiring

--Tenure track hiring is a huge task and now involves revised processes coming down from Faculty Affairs

--Finding good lecturers is a real challenge; often reassigned time is received last minute and the Chair has to scramble to fill vacancies

--Administrative compliance and reports, proposals, etc.

--It seems like there are constant requests for annual reports, various requests, budgets, etc.

--In summer 2020 and AY 2021, Chairs were required to attend two different series of Chairs workshops, one series from Faculty Affairs and one from the CSU

--PR and advertising

--Web presence, keep information on faculty up to date on our bulletin boards, etc.

The other program officers established in the bylaws are Associate Chair, Program Advisor, Curriculum Coordinator, and Assessment Coordinator. The Associate Chair assists the chair in his/her tasks, and assumes the duties of the Program Chair if the position becomes vacant. We need to decide on more specific roles of the Associate Chair going forward, as there is potential to take some of the workload off the Chair. Of course, additional reassigned time would be a necessary resource. The Program Advisor provides students with information and guidance, and serves as the liaison with Academic Advising. The Curriculum Coordinator facilitates the development of new courses, and the revision or elimination of existing courses. The Assessment Coordinator takes the lead in designing and implementing assessment plans.

Dr. Downey served as Program Chair from 2013 until 2020. He stepped in as Interim Chair, when the current chair fell ill. Dr. Downey was then elected in 2014 and re-elected in 2017. During the 2018-2019 academic year, when Dr. Downey went on sabbatical, Dr. Perry in Anthropology became the Chair of Sociology and Anthropology. (Mid-year, Dr. Perry took an interim administrative role, and Dr. Delaney took over as Chair of the combined program). At that time, Dr. Sowers, the only tenured Sociology faculty member besides Dr. Downey, who had expressed interest in leadership roles at least in the near future, became the Program Coordinator to oversee operations on the Sociology side of the joint program. Having served as interim chair during Dr. Downey's year long sabbatical and handling chair duties as Associate Chair, she did not run for Program Chair when the seat became vacant. That was due to the fact that the chair position is not sufficiently supported - both externally (in terms of reassigned time from the Dean) nor internally (in terms of the lack of support and collegiality from program colleagues). As a consequence, Dr. Grove, Professor of Political Science, is now serving as an external Program Chair from 2020-2023. She accepted this position when asked by the Dean to take the job. In 2023, the Sociology program hopes to elect a Sociology faculty member to take over

chair duties. However, that might only happen if the Program Chair is allocated more reassigned time for their duties. It should be noted that some program faculty receive the same or more reassigned time for university work, which speaks to inequity of workload vs. reassigned time for chairs.

Dr. Wagner served as the Associate Chair until he moved to Health Sciences. Although Dr. Wagner still teaches 50% time in Sociology, all of his programmatic service lies in Health Science. Moreover, when his Memorandum of Understanding (MOU) was up for negotiation, he advocated for moving full time to Health Sciences. While he still resides 50% in Sociology, this might change in coming years, and he will likely move 100% into Health Sciences. Dr. Sowers took over as Associate Chair in 2018. During her term, the Chair was on sabbatical so she served in all the chair duties for Sociology while an Anthropology professor handled that program. Dr. Kadakal now serves in the scaled back Associate Chair role, beginning in 2020.

Dr. Sowers began serving as Program Advisor in 2015. Previously, the reassigned time associated with that role was utilized by the Program Chair. Dr. Sowers became the first independent Program Advisor. At first, three units of reassigned time were allocated, but as the number of majors grew, the reassigned time increased to six units. In 2019, while Dr. Sowers was on sabbatical, Dr. Abell took over in that role -- and the two have subsequently served as co-advisors while sharing the reassigned time and duties associated with the role.

Dr. Trimble O'Connor began serving as the program's first Curriculum Coordinator in 2015. She led the program through a massive curricular re-design (supported with three WTUs of reassigned time annually for three years). In 2020, as Dr. Trimble O'Connor started a one and a half year leave, Dr. Chavarria was elected to serve as her replacement.

Dr. Sánchez began serving as the program's first Assessment Coordinator in 2015. In 2020, in anticipation of Dr. Sánchez' year-long leave, the program elected a replacement Assessment Coordinator to take the lead in writing this program review self-study. Dr. Soper now serves in that role. Three units of reassigned time was provided to Dr. Sánchez in 2014 (for capacity-building in the area of Continuous Improvement) when he completed a short study and to Dr. Soper in Spring 2021 for working on the self-study (from the Dean).

Dr. Sowers served as the Alpha Kappa Delta (AKD) Sociology Honor Society Faculty Advisor from 2014 to 2017. Next, Dr. Trimble O'Connor served in that role from 2017 until 2020. We currently have a vacancy for this role.

It is noteworthy that each tenure-track faculty member has served in a program leadership position, as well as one lecturer. This demonstrates the program's commitment to shared governance and collective decision-making.

B. Program Relation to University Mission

The program is supportive of the University's mission and strategic goals.

The Sociology program is very supportive of the campus mission and strategic goals. The central university goal is to provide a quality education to all of our students, most of whom come from underserved backgrounds as low-income, Latinx, first-generation college students. In particular, the Sociology program is at the forefront of our role as a Hispanic Serving Institution. Only the largest program on campus (Psychology) has a larger number of Latinx students (although much smaller by percentage), while only Chicana/o Studies has a higher percentage of Latinx students (although much smaller in number).

CSUCI's Strategic Initiatives outline this central goal. First, the university is committed to Educational Excellence, ensuring that students graduate with a high-level of knowledge, skills and experience. Second, the university is committed to Student Success, ensuring that all students progress to degree completion in a timely manner regardless of their background. Third, the university is committed to Inclusive Excellence, fostering an inclusive campus culture.

The Sociology program's emphasis on offering a rigorous and developmental (scaffolded) education aligns with university priorities. Our rigorous curriculum supports the goal of Educational Excellence; and our developmental focus supports Student Success and Inclusivity. (For more information on the emphasis on a rigorous and developmental education, see the section on program mission below).

Our program has engaged in multiple initiatives to support these goals, including our curriculum redesign to better scaffold our core classes, advising videos and presentations on course sequencing to help students enroll in the right classes, and advising workshops that help struggling students get back on track. While the Student Success workshops served these goals, we no longer have resources to offer these.

The program is integrated into the campus' four mission centers and general education program.

The Sociology program is also a strong supporter of the campus' four mission pillars: community engagement, integrative education, multicultural engagement, and international experience. Sociology faculty members have served as Faculty Director for two of the four mission centers in recent years (Dr. Nam served as the Faculty Director of the Center for Integrative Studies, and Dr. Downey is the previous Faculty Director of the Center for Community Engagement), and other faculty have been involved with the mission centers in a variety of ways. Dr. Sowers served for several years on both the Center for Integrative Studies Advisory Committee and the Center for International Affairs. Finally, our Chair, Dr. Grove, is the Faculty Director of the Center for International Affairs.

In addition to these mission centers, campus has heightened its emphasis on undergraduate research in recent years. Sociology faculty member Dr. Sánchez currently serves as the Faculty Coordinator for Student Research and Creative Activities. Combining campus commitment to community engagement with its commitment to undergraduate research, Sociology faculty members have also created a digital repository for community-based research called CBR@CSUCI. Dr. Downey serves as editor, while Dr. Abell (managing editor) and Dr. Trimble O'Connor both serve on the Editorial Board. Community-based research has been a defining

element of the Sociology capstone for many years; student-faculty teams have been able to present community partners with useful research studies many times.

A significant restructuring of General Education was completed recently, and it is integrated into the Sociology program redesign. Regarding General Education (GE), the Sociology program is integrated by offering two lower-division and two upper-division GE classes in Area D Social Sciences. These are SOC 100 Introduction to Sociology, SOC 201 Social Problems, SOC 332 Race and Ethnicity, and SOC 334 Gender and Sexuality. Previously, the university offered Upper Division Interdisciplinary General Education (UDIGE) classes. To this end, we designed truly interdisciplinary classes to explain how Sociology compares and contrasts with other disciplines. These included Political Sociology, Globalization and Development, and Education and Social Inequalities. Under the new structure, Upper Division General Education (UDGE) classes must be associated with an Area (B=Scientific Inquiry and Quantitative Reasoning, C=Arts and Humanities, D=Social Science) and a mission pillar. In accordance, we revised our upper-division GE class offerings. Race and Ethnicity reflects the Multicultural Perspectives mission pillar, and Gender and Sexuality reflects Interdisciplinary Approaches mission pillar. While we had several UGE courses over the years, the program has dedicated much thought and time to refining the smaller number to make them truly represent interdisciplinary teaching and learning.

C. Dissemination of Program Mission and Goals

The Sociology program has disseminated information about itself to key constituencies, including faculty and students.

One of the suggestions in the previous review was to build on our efforts to disseminate information about the program. During the period under review, we have made great strides in creating the materials and resources to allow us to disseminate information about ourselves to current and prospective students and faculty. One of the main ways we have done this is through revamping our website.

The Sociology program website can be found at sociology.csuci.edu. The first item on its front page is a two-and-a-half minute promotional video that spotlights students and faculty. Video footage gives prospective students a glimpse at what classroom learning looks like, and interviews with faculty and students shed light on the strengths that CSUCI's Sociology program has to offer: small class sizes, the ability to develop close relationships with professors, and the opportunity to get involved in undergraduate research. The promotional video also highlights the program's mission statement about offering a rigorous and developmental education.

The front page of the website also contains the Sociology program's statement in support of Black Lives Matters, and a link to learning objectives and sample syllabi. The sidebar has links to Sociology major requirements and minor requirements. It includes recommended course sequencing for transfer students planning to graduate in two years, and advising videos explaining how to choose which classes to take. This page of the website also distinguishes between Major Advising and Academic Advising, including contact information for both. An additional advising page also includes three videos that break down lower-division requirements, upper-division requirements, and upper-division electives.

Other pages on the website include Career Choices, which provides a list of potential career paths; Opportunities, which provides a list of job openings; and Organizations, which explains the student honor society Alpha Kappa Delta (AKD) as well as professional sociology associations at the regional and national level.

Lastly, the program website includes a list of all full-time and part-time faculty members. This alphabetical listing includes a photo, email address, office location, and a link to a bio for each instructor. Short biographies explain not only the research interests and teaching expertise of each instructor, but also a short paragraph on their hobbies outside of academia in order to humanize faculty and make them more relatable. Having noted this, the website is significantly out of date now (with faculty listed who are no longer affiliated with the program, and some current faculty unlisted); this indicates one of many small but important tasks that are required for our program that is difficult to find the bandwidth to complete or keep up to date.

All of this information about faculty and about course sequencing is new since our last program review. Our dissemination of information has improved immensely since our last review. In addition to the website, there is also a bulletin board that shows photos of all faculty, a new faculty spotlight that features our newest colleague, be they lecturer or tenure-track, and a recent scholarship board that lists recent publications next to a photo of the faculty member and a print-out of the first page of their publication. Again, the out-of-date nature of that board indicates the difficulty in attending to the many essential tasks for our program.

In addition to the program website and bulletin boards, additional materials have been produced to disseminate information about the Sociology program's mission to the campus at large. For example, a one-page pamphlet on [Teaching Emphases, Expectations and Resources](#) communicates program priorities in our curriculum to new faculty. These endeavors were often supported by extra sources that the former chair and others were able to get; we will need continued support to engage in this work.

ELEMENT TWO: Achieving Educational Outcomes

A. Curriculum Requirements and Expectations for Learning

The Sociology program's degree requirements reflect high expectations, and the curriculum reflects current standards in the discipline.

The Sociology program curriculum is informed by pedagogical best practices within the discipline and across higher education. In 2018, seven Sociology faculty members presented together at the Pacific Sociological Association conference. That [presentation](#), titled Redesigning the Sociology Curriculum: Principles, Priorities, and Challenges, and the subsequent publication of a [journal article](#) in *Teaching Sociology*, titled Navigation the Process of Curriculum Redesign in Sociology: Challenges and Lessons from One Program, both outline how our curriculum redesign follows American Sociological Association (ASA) best practices. The road to this presentation and publication was lengthy and arduous, requiring assessment of the curriculum in many discussions; research and creativity to structure a scaffolded, rigorous program that meets

the needs of our students; and time consuming work on forms and meetings per Curriculum Committee procedures.

The ASA Task Force on Liberal Learning Curriculum Recommendations recommends that programs “Integrate progressive learning structures within the curriculum via course prerequisites that systematically guide students to engage with increasingly advanced content and activities” and “Provide multiple opportunities within the curriculum for students to engage in empirical inquiry that includes research design, data collection, and qualitative and quantitative analysis.” We engaged deeply with the Liberal Learning guide to incorporate these recommendations and others.

The Sociology program curriculum incorporates these recommendations by scaffolding a sequence of core classes to progressively build content and skills, namely in the area of systematic empirical inquiry.

Curricular Structure

We are currently rolling out a newly designed curriculum that took years to create. Some changes were instituted earlier, such as having SOC 305 Writing in the Social Sciences serve as the GWAR course that programs were newly required to create, revising SOC 300 to be the advanced introductory (or “keystone”) course, and renumbering our theory courses to resolve a graduation roadblock. All other changes go into effect for the first time this semester. Students that enroll as of Fall 2021 and onward are required to fulfill the new curriculum requirements.

Our new curricular structure can be visualized through the following [flow-chart](#). The new curriculum requires students to pass 54 units to earn the major. Twelve of these units are at the lower division, and 42 units are at the upper division.

At the lower division, only three courses are required: SOC 100 Introduction to Sociology, SOC 201 Social Problems, and SOC 202 Introduction to Research Methods. Since the vast majority of our majors are transfer students, the equivalent of these three classes are often taken at community college. In addition to these Sociology classes, students are also required to take MATH 201 Elementary Statistics, or an equivalent.

At the upper division level, core courses are sequenced to ensure that students learn the requisite skills prior to enrolling in Capstone. First, students take SOC 300 Social Inequalities and SOC 305 Writing in the Social Sciences. Concurrently with these two courses, students enroll in SOC 311 Classical Theory and SOC 321 Research Methods (which are both prerequisites for subsequent core courses). After students have passed these initial four upper division core courses, they can enroll in SOC 315 Contemporary Theory, SOC 325 Statistical Applications in the Social Sciences, and SOC 327 Qualitative Approaches to Social Research. Before enrolling in the first of our two-semester capstone sequence (SOC 495 Capstone I), students must have taken SOC 311 Classical Theory and be concurrently enrolled in SOC 315 Contemporary Theory, SOC 325 Statistical Applications and SOC 327 Qualitative Approaches. All core courses (except the seminar, below) must be completed before enrolling in SOC 496 Capstone II.

SOC 450 Sociology Seminar is the final required core class. It is designed to be a seminar that dives deeper into a more narrow focus on a topic within a sub-field (providing an important contribution to depth in the curriculum). Different sections will have different foci depending on which instructor is teaching the class. The topic of each section will be publicized to students via the Program Advisor during the enrollment window.

In addition to these 30 units of required upper division core, students must take four upper division electives. These electives are designed to be broad surveys of common Sociological subfields (adding breadth to the major).

The list of 300-level electives is as follows:

- SOC 332 Race and Ethnicity
- SOC 334 Gender and Sexuality
- SOC 352 Social Movements
- SOC 355 Environmental Sociology
- SOC 357 Sociology of Globalization and Development
- SOC 362 Sociology of the Family
- SOC 365 Sociology of Education
- SOC 367 LGBTQ Studies
- SOC 370 Criminology
- SOC 372 Urban Sociology
- SOC 374 Sociology of Organizations
- SOC 380 Sociology of Immigration
- SOC 382 Social Demography
- SOC 385 Social Psychology
- SOC 390 Sociology of Culture
- SOC 392 Political Sociology
- SOC 395 Sociology of Work and the Economy

The [Two Year Academic Roadmap](#) helps transfer students know what classes to take in what order, and the [Four Year Academic Roadmap](#) helps entering freshmen in the major know what classes to take in which semesters.

B. Course and Program Learning Outcomes

The Sociology program has developed assessable learning outcomes.

Sociology program learning outcomes (PLOs), listed below, were last revised Spring 2016.

1. Develop **effective communication**, written and oral, about the field of sociology within the classroom and through a variety of arenas including service learning, international experiences, student research, and internships
2. Obtain sociological knowledge of core areas and substantive topics and the ability to **think critically** about them

3. Understand the role of **theory** in the application of **conceptual frameworks** in the research process
4. Understand the role of evidence in the social sciences and the application of **systematic empirical inquiry**
5. Develop **professional skills** for post-graduation plans within and outside of sociology
6. Provide opportunities that are linked with the University's **Mission Pillars** to stress multiculturalism, community engagement, international experience, and interdisciplinary studies
7. Be able to effectively engage with and apply their "**sociological imagination**" to think critically about the social world and what separates sociology from other social science disciplines

These learning outcomes should be revised to match our curricular focus on systematic empirical inquiry. They also should be re-written to be more action-oriented and assessable.

Course learning outcomes are aligned with program outcomes.

This [matrix](#) identifies how core course SLOs map onto PLOs.

The first program learning outcome on effective communication is developed mostly in Writing in the Social Sciences and Capstone. The second program learning outcome on thinking critically about substantive topics is developed in Writing in the Social Sciences, Research Methods in Sociology, and Seminar in Sociology. The third program learning outcome on the role of theory is developed in Classical Theory and Contemporary Theory. The fourth program learning objective about systematic empirical inquiry is developed throughout numerous core classes, including Writing in the Social Sciences, Research Methods in Sociology, Statistical Applications in the Social Sciences, Qualitative Approaches to Social Research, and Capstone. The fifth learning objective about professional skills is developed in Capstone, as is the sixth learning objective about the university's mission pillars. Lastly, the seventh program learning objective about engaging with a sociological imagination is developed in Social Inequalities.

While we were able to map out which course learning outcomes align with each program learning outcome, our next step in the coming years is to revise the program learning outcomes. For example, it would be worthwhile to delineate multiple outcomes related to the program's focus on systematic empirical inquiry, to separate out different assessable skills related to the research process. We plan to begin discussing this during the 22-23 AY when key tenured faculty members return from sabbatical.

C. Learning Outcome Data and Analysis

The Sociology program collects course and program learning data, and uses that data to improve the program.

Programmatic initiatives that have taken place in recent years, including Student Success Workshops and the curriculum redesign (including specific course redesigns), were designed with our student body in mind.

Sociology majors are predominantly female, Latina, low-income, first-generation college students who transfer from local community colleges. In Fall 2019, 74% of our majors were transfer students, while 26% entered as Freshmen. In addition, 70% of our majors were Pell Eligible, while 30% were not. Lastly, 85% of our majors were first generation college students. Only 15% of the students enrolled in Fall 2019 had a parent that graduated from a four-year institution, while 20% of students' parents received some college education, and 53% of students' parents received a high school education or less (with 13% indicating their parents' education is unknown).

Our upper-division core sequence ensures that our low-resourced, transfer-heavy majors receive the training they need, an ASA best practice, rather than relying solely on lower-division classes to introduce key content. Sequenced skill-building with frequent feedback establishes clear expectations and demystifies university culture.

In Fall 2019, 76% of majors were female, while 24% were male. This ratio, along with those stated above, have remained relatively constant over time. The student characteristic that has changed most since 2013 is race. Percent Latinx has risen, while percent White has fallen over time. In Fall 2013, 63% of our majors identified as Latinx (184), while 25% identified as White (72); in Fall 2016, 70% of our majors identified as Latinx (273), while 17% identified as white (66); and in Fall 2019, 75% of our students identified as Latinx (349), while 12% identified as White (56). In addition, 2% identified as African American/Black (9), 2% identified as Asian or Pacific Islander (9), 3% marked two or more ethnic groups (14), 3% marked international (14), and 3% marked unknown/other (14).

	Majors	Latinx	White
2013	293	63%	25%
2016	390	70%	17%
2019	466	76%	12%

In response to a growing trend toward fewer White students and more Latinx students, our program has responded by taking steps to diversify our faculty and embed culturally relevant pedagogy into our curriculum. In addition to assigning scholars of color, faculty also use local examples when explaining trends. In Fall 2019, 62% of our students were from Ventura County, while 17% were from Los Angeles County, 8% were from Santa Barbara County, and 13% were from elsewhere. That is strong evidence of the very regional draw of our university.

While Sociology faculty are more racially diverse than they were during the last program review, our faculty composition still does not come close to matching our student body. In the coming years, we will prioritize hiring non-White faculty. This commitment has been institutionalized through unanimous approval of our Black Lives Matter statement.

Program Learning Data

In addition to student demographic trends, the Sociology program also keeps track of which courses students struggle in as they progress through the major.

GPA by Course (Fall 2017-Fall 2020)

	DFW Rate	Course GPA
SOC 100 Intro to Soc	21.8%	2.443
SOC 201 Social Problems	16.5%	2.625
SOC 202 Intro to Research Methods	18.3%	2.415
SOC 300 Social Stratification	10.4%	2.799
SOC 303 Statistical Applications	15.0%	2.691
SOC 305 Writing in the Social Sciences	14.1%	2.579
SOC 310 Research Methods in Sociology	5.7%	3.046
SOC 311 Classical Theory	8.7%	3.028
SOC 315 Contemporary Theory	5.4%	3.212
SOC 499 Capstone	1.1%	3.386

The rate of students who receive a D, F, or withdrawal is highest, and the average GPA is lowest, in lower-division courses that non-Sociology majors take. GPAs are higher, and DFW rates are lower, in upper-division core classes that students take closer to graduating than they are in introductory upper-division classes that transfer students take in their first semester. By the time students reach Capstone, the course GPA rises to a B+ average. The Associate Director of Academic Advising and Program Advisor Dr. Sowers created the Student Success Workshops in 2017 (see below) to find new, more effective ways to reach the students at risk (in the DFW categories). It is a package of interventions that help determine why students are struggling and if/how steps can be taken to help (please see description below). By fall 2020, the resources needed for this award-winning program were gone, and it had still not received any significant recognition on our campus. That lack of recognition further eroded the willingness of faculty to invest the significant time and energy necessary to maintain the program. The result represents a major setback for our students and our efforts.

In addition to looking at course GPA in the aggregate, it can be broken down by student characteristics. In lower-division classes, not only is the GPA lowest, but the equity gap between Latinx and White students is highest. In recent years, the equity gap has widened in SOC 201 and SOC 202, while it has narrowed in theory courses and upper-division Research Methods. At the Capstone level, the equity gap disappears.

Latinx-White Equity Gap

	All Academic Years	Fall 2019
SOC 100 Intro to Soc	2.12 – 2.45 (.33)	2.26 – 2.66 (.40)
SOC 201 Social Problems	2.49 – 2.87 (.38)	2.47 – 3.66 (1.19)
SOC 202 Intro to Research Methods	2.41 – 2.90 (.49)	1.94 – 3.13 (1.19)
SOC 300 Social Stratification	2.87 – 3.31 (.44)	2.93 – 3.36 (.43)
SOC 303 Statistical Applications	2.47 – 2.78 (.31)	2.84 – 3.04 (.20)
SOC 305 Writing in the Social Sciences	2.62 – 2.90 (.28)	2.55 – 2.72 (.17)
SOC 310 Research Methods in Sociology	2.90 – 3.12 (.22)	3.07 – 3.00 (-.07)
SOC 311 Classical Theory	2.92 – 3.19 (.27)	3.22 – 3.32 (.10)
SOC 315 Contemporary Theory	3.10 – 3.38 (.28)	3.46 – 3.53 (.07)
SOC 499 Capstone	3.22 – 3.23 (.01)	3.48 – 3.38 (-.10)

In the table above, it can be seen that the average Latinx GPA in SOC 100 for all academic years since the university began collecting these data, is 2.12. This is troubling. In order to improve enrollments in the context of GE changes on our campus, in Fall 2019, we decided to change the modality of SOC 100. We cannot infer causality, but when it was taught as an asynchronous online course, the aggregate GPA rose from a 1.84 in Spring 2019 and 2.34 in Fall 2019 to 3.47 in Spring 2020 and 3.40 in Fall 2020. It jumped up a whole grade point average! The DFW rate dropped from 32% in Spring 2019 to 8% in Spring 2020. In Spring 2020, the equity gap disappeared, with both White and Latinx students averaging 3.4. In Fall 2020, Latinx students actually averaged a slightly higher GPA than White students (3.38 compared to 3.29).

Academic standing is another useful data point to look at. In Fall 2019, 10% of total students in the major were in poor academic standing. This was equal by gender, as 10% of female students and 10% of male students were in poor academic standing. This was equal by parents' education, as 10% of first-generation college students, and 10% of students whose parents graduated from a

four-year institution were in poor academic standing. There was not a large gap by income, as 10% of Pell Eligible and 9% of non-Pell Eligible students were in poor academic standing. However, broken down by race, it can be seen that only 5% of White students and 9% of Latinx students were in poor academic standing, while 20% of African American students, 42% of Asian students, and 50% of Pacific Islander students were. Even though these percentages represent small frequencies (two African American students, three Asian students, and one Pacific Islander student) that we cannot rely on as evidence, it still is a concern and an area that we want to address. The few who enroll should be supported with the resources they need to thrive. This is an area where the program can focus new efforts.

Graduate School Attendance

While we do not as a program collect data on graduate school attendance, one faculty member took the initiative to do so in Spring 2016. Dr. Abell's Capstone class conducted an alumni survey to collect data on a variety of factors, including grad school attendance. Out of 132 responses, 50 alumni (37.3% of sample) indicated that they currently attend or had previously attended graduate school. There was no significant equity gap in graduate school attendance, as 36.5% of Latinx students and 38.5% of White students in the sample attended graduate school. Still, across all Sociology graduates, there are some potential equity gaps that may be important to study.

Based on this survey, as well as Capstone GPA data, it is promising to know that the equity gap between Latinx and White students disappears by the time they graduate and move on to graduate school. The overall percentage of our majors that attend graduate school is undetermined, however. It is likely that the percentage of Sociology alumni that attend graduate school is considerably lower than the number reported above, as those who attended graduate school were likely more inclined to respond to the survey inquiry (that is to say that there is good reason to believe that response bias is at play). Reflecting on this issue raises the need to keep better data on what our students do after graduation. Unfortunately we have no resources to do so, and the university's role is unclear.

Student Satisfaction Survey

Starting in Spring 2018, the Assessment Coordinator at that time, Dr. Sánchez, spearheaded an effort to collect survey data from outgoing seniors about their satisfaction with the program.

From these data, we can see that the feature of the program the students were least satisfied with is quality of advising about graduate school (22.5% not at all satisfied in 2018, and 33% not at all satisfied in 2019). We cannot be sure whether students were considering advising in the program or Academic Advising. Still, as noted, the last few years we have developed a number of strong steps to share information with students about post-graduation opportunities, including graduate school. The Alumni Career Panel usually includes one or more alumni who are in or who received a graduate degree, creating opportunities for current students to talk with near peers. Although, as noted above, it seems unlikely that the program has the bandwidth to continue that event. Importantly, the new curriculum includes a new elective, SOC 492 Careers in Sociology.

On the other hand, the features of the program that students were most satisfied with are ease of contacting faculty outside of class (80% very satisfied in 2018, and 62.7% very satisfied in 2019) and opportunity to interact with peers (75% very satisfied in 2018, and 74.5% very satisfied in 2019). Quality of teaching also scored high among students (65% very satisfied in 2018, and 66.7% very satisfied in 2019).

Spring 2018 Student Satisfaction (N=40)

How satisfied students were with:	% Very Satisfied	% Somewhat Satisfied	% Not at all Satisfied
Quality of undergraduate advising	52.5	45.0	2.5
Quality of advising about graduate school	30.0	47.5	22.5
Quality of career advising	20.0	60.0	20.0
Getting the courses needed to graduate	60.0	30.0	10.0
Ease of contacting faculty outside of class	80.0	17.5	2.5
Opportunity to interact with peers	75.0	22.5	2.5
Out of class activities	22.5	65.0	12.5
Quality of teaching	65.0	30.0	5.0
Overall satisfaction with sociology experiences	67.5	30.0	2.5

Spring 2019 Student Satisfaction (N=51)

How satisfied students were with:	% Very Satisfied	% Somewhat Satisfied	% Not at all Satisfied
Quality of undergraduate advising	51.0	45.1	3.9
Quality of advising about graduate school	21.6	45.1	33.3
Quality of career advising	23.5	60.8	15.7
Getting the courses needed to graduate	51.0	31.4	17.6
Ease of contacting faculty outside of class	62.7	35.3	2.0
Opportunity to interact with peers	74.5	21.6	3.9
Out of class activities	27.5	58.8	13.7
Quality of teaching	66.7	31.4	2.0
Overall satisfaction with sociology experiences	74.5	23.5	2.0

Course Assessment

While our new curriculum does not go into effect until Fall 2021, assessment of SOC 305 Writing in the Social Sciences began in Fall 2020, when it passed through the university curriculum and general education committees to become designated the new Graduation Writing Assessment Requirement (GWAR). As such, this class is the only class where formal summative assessment has taken place. It has been offered since Fall 2016, but only became a GE class, necessitating assessment, in Fall 2020.

During Fall 2020, three Sociology faculty who teach that class collaborated on a common [rubric](#) with which to assess the quality of student writing. The five skills deemed the most important

from the class that students should take with them to future classes in the Sociology major include: Argument and Organization, Evidence and Analysis, Synthesis, Citations, and Sentence Structure/Grammar. For each of these skills, the rubric delineated what characteristics of student writing indicate Proficient (4), Developing (3), Basic (2), and Below Basic (1) performance.

The final papers submitted by students in all six sections of the course were anonymized by removing student and faculty names from each document. In total, 70 student papers were collected. Using an application called Portfolium, a random sample of 16 student papers was generated (23% of total). All three faculty read the first paper together to deliberate and agree on appropriate scoring. The rest were divided up.

Soc 305 Writing in the Social Sciences Fall 2020 Assessment Results

	Average	Proficient (4)	Developing (3)	Basic (2)	Below Basic (1)
Argument and Organization	2.81	2 (12.5%)	9 (56%)	5 (31%)	0
Evidence and Analysis	2.44	2 (12.5%)	4 (25%)	9 (56%)	1 (6%)
Synthesis	2.75	1 (6%)	10 (62.5%)	5 (31%)	0
Citations	2.44	1 (6%)	6 (37.5%)	8 (50%)	1 (6%)
Sentence Structure/ Grammar	3.00	1 (6%)	14 (87.5)	1 (6%)	0

The results of this assessment reveal that the two skills that students performed lowest on during Fall 2020 were Evidence and Analysis, and Citations.

During Spring 2021, this assessment process was replicated. The only difference was rather than using the Portfolium application (since the university ended its membership), the assessment coordinator created the sample by copying each 4th student paper into a new folder on google docs. She then numbered each paper in the sample Reviewer A_1, Reviewer B_1, Reviewer C_1, Reviewer A_2, etc until the sample was divided among the three faculty doing the assessment. The results of the Spring 2021 SOC 305 assessment reveal that synthesis is the skill that students are collectively performing the highest in, while evidence and analysis continues to be the skill that students struggle with the most.

Soc 305 Writing in the Social Sciences Spring 2021 Assessment Results

	Average	Proficient (4)	Developing (3)	Basic (2)	Below Basic (1)
Argument and Organization	2.56	2 (12.5%)	5 (31%)	9 (56%)	0
Evidence and Analysis	2.44	2 (12.5%)	5 (31%)	7 (44%)	2 (12.5%)
Synthesis	2.75	2 (12.5%)	8 (50%)	6 (37.5%)	0
Citations	2.63	2 (12.5%)	6 (37.5%)	8 (50%)	0

Sentence Structure/ Grammar	2.63	3 (19%)	4 (25%)	9 (56%)	0
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Comparing Fall 2020 and Spring 2021 assessment results, average scores stayed the same in Evidence and Analysis (2.44) and Synthesis (2.75). They improved in Citations (from 2.44 to 2.63), and dropped in Argument and Organization (from 2.81 to 2.56) and Sentence Structure/Grammar (from 3.00 to 2.63). Moving forward, faculty who teach SOC 305 will meet to discuss the results of the Spring 2021 assessment and share ideas for how to improve instruction -- especially with regard to how to present a dynamic argument about the scholarly conversation, back it up with evidence from the texts, and cite sources consistently, including page numbers for direct quotes.

Starting in Fall 2021, course assessment will be carried out for SOC 321 Research Methods in Sociology. This class is now a prerequisite for both SOC 325 Statistical Applications in the Social Sciences and SOC 327 Qualitative Approaches to Social Research. Therefore, it is important that students who take that class across different sections and different instructors complete similar assignments that measure their comprehension on core learning objectives.

At the end of Fall semester, each instructor will download and anonymize their student papers, then import them to a shared google folder, where the assessment coordinator will distribute the sample among participating faculty. The final student paper is a research proposal. The rubric will assess student work on the following four characteristics: Causality (a research question about the relationship between variables is asked, with independent and dependent variables identified), Operationalization (how variables will be measured is specified), Sampling (the process through which participants will be selected for inclusion in the study is described), and Data Collection (the research question matches the method; research design for collecting data is appropriate).

Beginning in Fall 2022, the first semester that SOC 327 will be offered, it will also be assessed. The assignment that students will be assessed on is their final paper, which is a mini empirical study. Students will collect and analyze qualitative data to answer their own research questions. The rubric includes five elements: that the research question is well worded and matches the method; that data collection is sound and follows ethical standards; that thematic codes answer the research question; that evidence from data source illustrates codes; and lastly, that a discussion of how positionality affects interpretation is present.

Assessment plans are drafted for SOC 325, SOC 311, and SOC 315, and will be finalized in Fall 2022. The reason for this is because the only tenure track faculty member that teaches each of these classes will be on sabbatical during the 2021-2022 academic year. When they return, they can lead lecturer faculty through the process of finalizing and implementing an assessment plan.

Once the two semester capstone sequence SOC 495 and SOC 496 is offered for the first time during the 2022-2023 academic year, it will be assessed according to the assessment plan that our faculty will finalize this Spring semester.

D. Timelines of Degree Attainment

Students attain the degree in a timely fashion.

The Sociology program is close to being on-target with Graduation Initiative (GI) 2025 goals for transfer students. CSUCI GI 2025 goals are as follows:

- Increase the two-year graduation rate for transfer students to 54 percent.
- Increase the four-year graduation rate for transfer students to 78 percent.

By comparison, the two-year graduation rate for Sociology transfer students entering in Fall 2016 is 48%, and the four-year graduation rate for that same cohort is 72%. In both cases, we are six percentage points off-target.

For first-time, full-time (FTFT) freshmen entering in Fall 2013, the four-year graduation rate is 22%, and the six-year graduation rate for the same cohort is 54%.

This is well below the CSUCI GI 2025 goals to:

- Increase the four-year graduation rate for first-time freshmen to 40 percent.
- Increase the six-year graduation rate for first-time freshmen to 67 percent.

One of the particular challenges for Sociology with our freshmen graduation rate is that Sociology is generally a discovery major at that level (unlike many transfers who enter CSUCI into the major). Discovery majors generally declare later, which means that they will often start in the major behind ideal timelines. We have no direct control over that, but we need to focus more attention on getting newly declared majors through the lower division coursework and onto upper division coursework in a timely manner.

E. Involvement of Students in Curricular Activities

The Sociology program provides opportunities for students to participate in activities, such as clubs, research opportunities, service learning, and internships.

All Sociology students are welcome to join the Soc Club. The Soc Club began in Fall 2013. Activities that Soc Club members engage in include biweekly meetings to discuss topics and coordinate volunteer opportunities; they also table at events on campus, manage an Instagram page, attend Sociology candidate job talks, and even host the Alumni Career Panel. Dr. Sánchez served as faculty advisor from 2013 to 2020, Dr. Trimble O'Connor served as co-advisor from 2014-2017, and now Dr. Abell and Dr. Chavarria are co-advisors.

Alpha Delta Kappa (AKD) is an honor society that students can join if they are eligible. Every spring semester there is a ceremony where new members join and graduating members receive their graduation stole. This event is catered and spotlights a keynote speaker from the wider community of Sociologists. Dr. Sowers and Dr. Trimble O'Connor both served as faculty advisor for multiple years. Dr. Armanino and Dr. Wagner volunteered as faculty advisors this year, but Dr. Wagner was on leave for spring semester, and Dr. Armanino did not have the necessary

information and support to organize the event in the very complicated pandemic context. It is uncertain if and how the event will be organized in the future.

Sociology students have numerous opportunities to participate in undergraduate research. As noted above, we think that research experience is so significant that we have embedded it in our program in the two semester capstone that all students must take. Thus, all faculty who teach capstone mentor and guide undergraduate research. Outside of class, Dr. Sánchez has mentored students in the completion of quantitative research projects, such as comparing concentrated disadvantage in San Diego and Ventura, immigrant incorporation in the U.S. South, and change in the average age of marriage and homeownership over time for the Latinx community. Dr. Sánchez' mentees have even won student research competitions, such as the CSU Student Research Competition and the CSU Social Science Student Symposium. Dr. Sánchez has also brought students to regional sociology conferences like the annual meeting of Pacific Sociological Association. Many of the capstone projects are examples of community-based research (CBR, a high impact practice), and those efforts are increasingly linked to campus efforts to build up our CBR capacity. Sociology student projects have been the core of contributions to the recently created reviewed digital volume for CBR on campus (CBR@CSUCI). Dr. Downey, Dr. Abell, and Dr. Sánchez have all had their students' reports published in the volume.

Other undergraduate research opportunities include UNIV 498, wherein a small group of students work alongside a faculty member to plan or implement a research project. Dr. Sánchez has taught two of these courses, as has Dr. Nam. She recently guided students through research on the homeless population of Ventura County, as well as on another project about the experiences of international faculty at CSUCI.

The Summer Undergraduate Research Fellow (SURF) program is another opportunity for students to engage in research. Students receive a stipend of \$3000 to participate in this eight week long collaboration. Each faculty leads a small group of research assistants through the collection and analysis of data related to their own scholarly expertise. Not only have Sociology faculty members Dr. Trimble O'Connor, Dr. Sánchez, Dr. Nam, and Dr. Chavarria participated in the program, but Dr. Sánchez is the faculty lead who organizes it. Dr. Sánchez also organizes the SAGE student research conference at CSUCI each May. He has received nine units of reassigned time from university resources to run this program. It is important to note that this valuable work is dependent on continued support.

Another student research opportunity on campus is the student research assistant position, wherein a student is paid throughout the semester to assist faculty in completing a research project. Dr. Chavarria received small grant to hire a student research assistant for her research on undocumented student wellbeing amidst the COVID-19 pandemic. Thus, not only are there opportunities for students to receive credit for engaging in research, but there are paid positions as well.

F. Advising and Academic Support

The Sociology program provides adequate student advising, in collaboration with other student support resources on campus.

The Sociology program advisors, Dr. Abell and Dr. Sowers, clearly communicate with students regarding which classes they need to take in which order. Because the Sociology curriculum is highly sequenced, and in order to meet graduation initiative goals, it is all the more important that students enroll in the required prerequisite classes they need early on. The advisors meet with multiple students every week (and sometimes, multiple students daily), all of whom receive individual explanations. During these meetings, the advisors not only go over scheduling but they also fill out course substitution forms for classes taken at other campuses, etc. This time consuming but worthy process is new from 2015 forward. A number of other actions by the advisors are efforts to service more students than we can through just individual appointments alone. The advisors have created videos explaining course sequencing. They also give live presentations to incoming students during freshman and transfer orientation days. In the weeks leading up to course registration, they target classes in which first semester students are enrolled – namely SOC 300, SOC 305, and SOC 311 – to give classroom presentations. In addition, they hold evening registration workshops and, recently, workshops that explain the new curriculum. The advisors are currently creating a Canvas course for students, where they will upload videos and resources. It is important to point out that nearly all of those advising initiatives are unique to Sociology, indicating the lengths to which advisors in our program have gone to serve our students.

In addition to ensuring the students graduate in a timely fashion, Sociology program advisors also communicate job opportunities, internships, and scholarships to Sociology majors through an email listserv, and soon, through Canvas. During orientation and course registration presentations, program advisors also highlight what can be done with a degree in Sociology after graduation. They show students materials developed by ASA that profile careers attained by Sociology graduates.

Program advising works closely with university-wide Academic Advising. While Sociology program advisors communicate which classes are needed for the major, Academic Advising guides students through General Education and other university graduation requirements. This division of duties is explained on the Sociology website. The division of labor has changed only recently, with Academic Advising doing more advising within the major. That was a decision made at the campus-level designed, in part, to free up our program advisors a small bit to focus on the many other aspects of their advising work. Thus far, that change has failed to do so, as Academic Advising has in some instances given incorrect information to students that program advisors have had to correct, among other issues. But that may simply be an issue of getting up to speed with our curriculum, at a time when the curriculum itself is in transition. We hope that the division of labor can be organized more productively in the future.

In a particularly bold effort to serve our students (especially those who may need additional support), the Associate Director of Academic Advising, Monica Rivas, collaborated with Sociology program advisor Dr. Sowers to develop a new initiative called Student Success Workshops. This initiative was identified as a need, discussed, and organized for some time before beginning in Spring 2017. Sociology majors who have received a grade of D, F, or W, or

who are on academic probation, disqualified, or returning from disqualification, are required to attend a Student Success Workshop. These workshops are mandatory, and if students do not attend, they receive a registration hold on their account. During the workshop, students learn study skills, such as note-taking, focused reading, and time management; they also learn about academic policies and how to navigate campus resources. Following the workshop, each student develops and submits a Student Success Action Plan, where they map out specific steps to achieve academic success. This effort was supplemented by a series of videos produced with our faculty providing fundamental academic success tips.

After participating in the workshop, students earned far fewer failing grades and were more likely to be in good academic standing. Moreover, while students initially resented the required nature of the workshops, Dr. Sowers received multiple messages of gratitude afterward indicating that they were invaluable for helping them to find ways to succeed at the university. This [pathbreaking program](#) was awarded national recognition by [Excelencia in Education as a 2020 Program to Watch](#) for supporting Latinx students. In addition, Dr. Sowers and Monica Rivas have presented this program at conferences and received widespread support and interest.

From Spring 2017 through Spring 2020 five of these workshops were offered each semester. Three two-hour workshops were oriented toward first-time DFW students, and two one-hour workshops were oriented toward repeat students. The workshops took place during evenings and weekends in order to accommodate student schedules. Unfortunately, due to lack of resources, the program has been suspended indefinitely. The Program Advisors were initially (and partially) supported for their efforts with one-time funding, but in the absence of renewed reassigned time, they have decided to discontinue the workshops. Sociology is the only program on campus to offer programming such as this, and the program is disappointed that campus has not recognized Sociology for its efforts. If Student Success Workshops are to continue in the future, three-units of reassigned time would be necessary, in addition to the existing six-units that program advising receives. It would also seem to be an ideal program to scale to the campus level, with Dr. Sowers and others supported for that important student success work. This suggestion has been made to many administrators, but as yet has not been supported.

Provided they are equipped with enough resources, Sociology program advisors plan to bolster programming in the future to include more outreach with alumni to keep track of career progression to better inform the career and graduate school advising they deliver to current students. At this time, the university is focused on Diversity, Equity, and Inclusion efforts; resources for Student Success Workshops should be supported fully as part of these initiatives.

G. Articulation, Transfer and Retention

The Sociology program integrates and retains transfer students.

As a transfer-heavy major, the Sociology program integrates transfer students by dedicating certain upper-division core courses as gateways for incoming transfer students to take in their first semester, especially SOC 300, SOC 305, and SOC 311. Program Advisors then target those courses for enrollment presentations, so that students receive the information they need about what classes to sign up for in what order. SOC 300 is key because it is designed to socialize

students into our program's version of Sociology, which emphasizes systematic empirical inquiry. It is also important to note that the curriculum redesign was conducted in close collaboration with CSUCI's Articulation and Curriculum team to ensure that each part of the curriculum facilitates the progress of transfer students.

In addition to curricular work to ensure transfer success, the Sociology program participated in the ALAS Transfer Success program for AY 2017-18 and 2018-19. (ALAS is one of CSUCI's HSI grant programs). The core of that work involved collaborating with colleagues from our primary community college feeder institutions (Ventura College and Oxnard College). Dr. Downey led the first year of the program and Dr. Kadakal led the second year. In addition to collective meetings, the program led to a regional sociology faculty summit meeting, a collaborate faculty-student cross-institutional presentation at the 2018 Pacific Sociological Association meeting in Long Beach, and joint sponsorship of our annual Sociology Alumni Career Panel (at which community college students were given campus tours). While there have not been formal communications and collaboration across institutions in the most recent years, the communication networks are established such that it would be possible to return to that collaborative work with some support.

For Fall 2016 transfer students, 93% were retained in their second semester, 83% were retained in their third semester, 78% were retained in their fourth semester, and 77% were retained in their fifth semester. For Fall 2017 transfer students, 88% were retained in their second semester, 78% were retained in their third semester, and 77% were retained in their fourth semester. This shows that the biggest drop in retention happens in transfer students' first year at CSUCI, but enrollment remains stable from there on.

Pell Eligible retention rates are consistent with non-Pell Eligible students, and first generation college student retention rates are consistent with non-first generation students. However, female retention rates are higher than male students, and White retention rates are higher than Latinx students. We therefore need to do more to retain our male students of color. In fact, for the Fall 2016 cohort, 81% of men of color were retained in their second semester, compared to 96% of all other students. The program should engage in work to address this issue.

ELEMENT THREE: Developing Resources to Ensure Sustainability

A. Faculty Resources and Scholarship

The Sociology program does *not* contain a sufficient number of faculty, with appropriate rank, qualification, and diversity to support its objectives.

Full Time Faculty

Name	Degree	Rank	Began at CI	Primary Courses Taught
Leslie Abell	Ph.D. in Sociology, Penn State 2014	Lecturer	2014	-Writing -Stats -Crime -Capstone

Daniel Armanino	Ph.D. in Sociology, UC Santa Barbara 2016	Lecturer	2016	-Intro to Soc -Theory -Soc of Orgs
Karina Chavarria	Ph.D. in Sociology, UC Los Angeles 2018	Assistant Professor	Fall 2018	-Writing -Immigration -Education
Dennis Downey	Ph.D. in Sociology, UC Irvine 2002	Professor	Fall 2007	-Intro to Soc -Social Movements -Capstone
Mark Jepson	Ph.D. in Sociology, UC Los Angeles 1998	Lecturer	2007	-Political Soc -Soc of Family -Crime
Reha Kadakal	Ph.D. New School for Social Research	Assoc. Professor	Fall 2016	-Theory -Culture
Sunghee Nam	Ph.D. in Sociology, Univ. of Wisconsin Madison 1988	Lecturer	Spring 2006	-Social Problems -Globalization -Capstone
Luis Sánchez	Ph.D. in Sociology and Demography, Penn State 2013	Assoc. Professor	Fall 2013	-Stats -Race and Ethnicity
Rachel Soper	Ph.D. in Sociology, UC San Diego 2016	Assistant Professor	Fall 2017	-Writing -Environment -Capstone
Elizabeth Sowers	Ph.D. in Sociology, UC Irvine 2013	Assoc. Professor	Fall 2013	-Social Inequalities -Globalization -Capstone
Lindsey Trimble O'Connor	Ph.D. in Sociology, Washington State University 2012	Assoc. Professor	Fall 2013	-Research Methods -Gender -Capstone

Part Time Faculty

Name	Degree	Rank	Began at CI	Primary Courses Taught
Robert Blagg	Ph.D. in Applied Social Psychology, Claremont 2011	Lecturer	2012	-Research Methods

Mariana Branda	Ph.D. Candidate in Sociology UCA (Argentina) M.A. in Sociology, CSU Northridge 2005	Lecturer	2019	-Intro to Soc -Theory -Gender
Jesus Gonzalez	MA in Sociology, CSU Northridge 2013	Lecturer	2016	-Social Inequalities -Urban Soc -Culture
Kristin Jordan	Ph.D. in Sociology, Indiana University 2017	Lecturer	2014	-Research Methods -Stats -Education
Lauri Moore	MA in Sociology, CSU Fullerton	Lecturer	2020	-Contemporary Theory -Capstone
Juan Pitones	MA in Sociology, UC Riverside 2008	Lecturer	2007	-Social Inequalities
Daniel Sandoval	Ph.D. in Development Sociology, Cornell University, 2004	Lecturer	2020	-Stats -Research Methods -Culture
Patricia Taber	Ph.D. in Anthropology, UC Santa Barbara 2005	Lecturer	2020	-Writing
William Wagner	Ph.D. in Sociology, University of Illinois, Chicago	Professor	Fall 2007	-Stats -Research Methods

The Sociology program is overly reliant on lecturer faculty to teach our classes. In Fall 2020, 55 course sections were offered. Out of the 181 Weighted Teaching Units (WTUs) offered, 66 of them (36.4%) were taught by tenure-track faculty, while 115 of them (63.6%) were taught by lecturer faculty. Lecturer faculty thus taught about two-thirds of the units, while tenure-track faculty only taught one-third.

Tenure-track faculty taught 66 units, with 21 units of reassigned time, in Fall 2020; whereas, in Spring 2021, tenure-track faculty taught only 32 units with 30 units of reassigned time plus 12 units of parental leave. By comparison, lecturer faculty only received 6 units of reassigned time in both Fall 2020 and Spring 2021. Lecturer faculty are thus teaching 133 units in Spring 2021, out of 165 total, making up 80% of units taught.

We are already under-resourced as it is, and the situation will be worse in AY 21-22. For Fall 2021, we have two tenured faculty on sabbatical and leave for the year, one full-time lecturer on sabbatical in fall, one lecturer who retired, one tenure track faculty on half-time due to university service, and one tenured faculty now serving as Interim Associate Vice President for Academic Programs and Continuous Improvement. We also have two faculty who received research grants for reassigned time this year. We will have two tenured faculty on sabbatical in spring (both the Chair and Associate Chair, which raises critical leadership issues that have as of yet not been discussed). These circumstances result in an even greater reliance on lecturer faculty to teach and on junior faculty to carry out programmatic service -- or a situation in which program tasks are just left undone. There are several duties that only tenured faculty can perform such as serving on the Program Personnel Committee, putting much weight on the three tenured faculty this fall (including the Chair). The program conflicts noted at the start of this report have further contributed to disinvestment in the program, creating a vicious cycle.

In Fall 2020, there were 478 Sociology majors, 342.9 Full Time Equivalent Students (FTES), and 13.2 Full Time Equivalent Faculty (FTEF). The Student Faculty Ratio (SFR) for Fall 2020 was thus 26 ($342.9/13.2 = 25.9$), which is high compared to other programs at CSUCI. Tenure density for Fall 2020 was 57% (7.5 tenure-track faculty out of 13.2 FTEF), which is low compared to other programs. Sociology is ninth out of the twenty programs in the College of Arts and Sciences. However, the ratio of tenure-track faculty to majors and tenure-track faculty to lecturers is even more telling than the ratio of tenure-track faculty to FTES, when it comes to the workload associated with lecturer evaluations and student advising.

A challenge we face in terms of sustainability is the absence of faculty to step into the leadership of the program by serving as Chair, despite the fact that we have seven tenured and tenure-track faculty. While Dr. Downey and Dr. Sowers have served in this role, others have not yet. There are important reasons for that -- including a recognition that the chair role is undersupported in terms of reassigned time (on campus generally, but particularly so in Sociology because our program has been active in creating programs to serve students), but also because the chair has not been supported by program faculty (either because we have had junior faculty who have had to be protected, or because faculty have been unavailable to contribute to the many tasks necessary to build a strong program). In addition, multiple tenured faculty have family situations that make the workload of being chair unattractive at the present time. Our acting Chair, Dr. Grove, tried to have the new search approved as an Associate hire in order to contribute to department leadership and service. The Dean, however, denied this request, noting that Sociology has multiple faculty who could serve as Chair. The leadership issue is once again imminent, since both the Chair and the Associate Chair will be on sabbatical during the Spring 2022 semester.

Currently, some program strengths in the faculty create particular weaknesses for the program as a whole, making resolution very challenging:

1. Tenure track and lecturer faculty are demonstrated leaders on campus in many areas (service learning, community engagement, community based research, student research, committee leadership, task force leadership, etc).

2. While these all serve Sociology students directly or indirectly, faculty are pulled away from program service either by success with program initiatives that gain attention to individuals' great potential for broader service or because faculty have found more fulfillment in these other areas outside of the program (and, in contrast, program service has become particularly unfulfilling or unattractive).

3. History of commitment to student learning through best practices (evidenced by creation of scaffolded curriculum). An enormous amount of work has been put into the curriculum redesign and it is getting off the ground this Fall. However, the design and shepherding through the approval process is only part of the work. Coming to agreement on some kind of standards for how each course will be taught and how the courses will be assessed and related to program outcomes is a major challenge. Coupled with #1 above, the potential danger is that there is not enough time, energy, or people power to see this through. Having said that, the beginning stages of assessing the new curriculum are going well. Still, the complicated issue of how comparability across sections will be assessed and then assured remains unaddressed -- in part because those issues have been central issues of conflict in the recent past.

4. Legacy of exceptional record of reassigned time for program work and for time toward tenure and promotion. This is not the standard on campus, and Chair Downey made incredible things happen on that front that have contributed to a stellar faculty and program. On the other hand, this achievement may have set the bar that consuming program work will not be done without reassigned time. This expectation is unrealistic as resources continue to grow more scarce. Moreover, tenure-track and tenured positions involve substantial service/leadership at the program level without reassigned time.

Faculty are involved in scholarship.

Despite the high teaching load and abundance of service expectations, Sociology faculty continue to maintain active scholarly agendas.

During the period under review, Dr. Abell published in the *Journal of Developmental and Life-Course Criminology* and in *Deviant Behavior*. Dr. Chavarria published a chapter in the book *Race, Ethnicity, Immigration and Minority Relations* and a report to the University of California Collaborative to Promote Immigrant and Student Equity.

Dr. Downey has published research articles in *Social Problems*, *Sociological Perspectives*, *Mobilization*, *The American Sociologist*, *Teaching Sociology*, and the *Journal of Higher Education Outreach & Engagement*, among others.

Dr. Kadakal published two articles in *Current Perspectives in Social Theory* and a chapter in *Georg Lukács and the Possibilities of Critical Social Ontology*. He also has a book manuscript in progress, tentatively titled *On Critical Ontology as Social Theory*.

Dr. Sánchez published his work on immigrant incorporation in *Sociological Inquiry* and the *Journal of Immigrant Mobility and Integration*. He also collaborated on research that was published in *Health and Place* and the *Journal of Interactive Media in Education*.

Dr. Soper published her research on the food system in *Rural Sociology; Agriculture and Human Values*; the *Journal of Peasant Studies*; *Latin American and Caribbean Ethnic Studies*; and the *Journal of Agriculture, Food Systems, and Community Development*.

Dr. Sowers published her research on commodity chains in the *Journal of World-Systems Research, Journal of Labor & Society, Poetics, and Sociology Compass*. She also published numerous book chapters in *Political Economy of the World-System Annuals, Cambridge Handbook of Sociology, Sociology of Development Handbook, Emerging Trends in the Social and Behavioral Sciences*, and *Choke Points: Logistics Works and Solidarity Movements Disrupting the Global Capitalist Supply Chain*.

Dr. Trimble O'Connor published her research on work and family in *Sociological Perspectives, Social Currents, Social Networks, Journal of Social Issues, Work & Occupations, Community, Work & Family, Research in the Sociology of Work (Work and Family in the New Economy), Contemporary Perspectives on Family Research*, and the *Harvard Journal of Law and Gender, Community*.

Dr. Wagner published numerous textbooks during the period under review, including *The Practice of Survey Research: From Theory to Application* (2015), *Using & Interpreting Statistics in the Social, Behavioral, & Health Sciences* (2018), and *A Guide to R for Social and Behavioral Science Statistics* (2020). The 5th, 6th, and 7th editions of his textbook *Using SPSS Statistics for Research Methods and Social Science Statistics* also came out, as well as the 9th and 10th editions of *Adventures in Social Research*. Lastly, Dr. Wagner published an article in the *Journal of Holistic Nursing*.

In addition to these publications, Sociology faculty have held prominent service roles in the discipline. Dr. Downey served as the President of the Pacific Sociological Association (PSA) in 2020. That same year, Dr. Sowers served as PSA Program Chair, Dr. Kadakal served on the Program Committee to organize Theory submissions, and Dr. Soper served on the Program Committee to organize Food and Society submissions. Previously, Dr. Sánchez has served on the Program Committee in the topic area of Urban and Community Studies, and Dr. Sowers has served on the Program Committee for Economic Sociology. Dr. Trimble O'Connor served on the American Sociological Association (ASA) Program Committee and Awards Committee for Organization, Occupations, and Work. She also created a Special Interest Group on Organizational Work-Life Policy for the Work Family Researchers Network.

In service to the university, in AY 20-21, Dr. Downey served on the Senate Executive Committee, as well as the University Retention, Tenure, and Promotion Committee. In summer 2021, he was appointed as Interim Associate Vice President of Academic Programs and Continuous Improvement. Dr. Sowers currently serves as the Program Review Faculty Coordinator, as well as the WASC Re-accreditation Committee Co-Chair. Dr. Sánchez currently serves as Faculty Coordinator for Student Research and Creative Activities, and he is past Faculty Chair of the Chicana/o-Latina/o Faculty and Staff Association (ChiLFASA). Dr. Chavarria currently serves as the Co-Chair of ChiLFASA as well as on the Behavioral and Social Science Local Curriculum Committee. Dr. Trimble O'Connor also served on the Local

Curriculum Committee, as well as the Faculty Affairs Committee, the Faculty Development Advisory Committee, and the Professional Development Advisory Committee. Dr. Kadakal currently serves as the co-chair of the General Education Committee. Dr. Soper served as the co-chair of the Committee on Centers and Institutes. And lastly, in Spring 2020, Dr. Sandoval served on the COVID Planning Taskforce.

Additional service roles are too numerous to list here, but can be found on the abbreviated two-page [faculty CVs](#).

B. Professional Staff

Professional staff supports the Sociology program.

Alex Padilla is the Academic Support Coordinator for the Sociology program. She divides her time in thirds to support three different academic programs. Her administrative support duties include keeping track of faculty salaries, teaching assignments, workloads for each semester, office hours, syllabi, purchase orders, and travel expenditures. She also enters and maintains the approved schedule of classes. The Academic Support Coordinator also assists faculty in scheduling and planning events by reserving rooms and filling out catering orders. Though Ms. Padilla is excellent, having a dedicated support person would open new possibilities for administrative assistance, taking some of that burden off the Chair.

C. Faculty Workload and Evaluation

Faculty are evaluated regularly and according to University policies and procedures.

The Program Chair is evaluated in the final year of his/her term, via procedures spelled out in the *Senate Policy on Evaluation of Chairs* (SP 09-02). Dr. Downey was evaluated in Spring 2017, and again in Spring 2020. In addition, any tenured or probationary faculty member may call for a vote of no confidence in the Program Chair at any time. This vote is taken by secret ballot and the results are reported to the Dean of Arts & Sciences.

Probationary tenure-track faculty are evaluated annually during the university's Retention, Tenure, and Promotion (RTP) cycle. In September of each year, probationary faculty submit a portfolio with narratives regarding the progress they have made in teaching, scholarship, and service. Portfolios include appendices to give evidence toward the claims made in the narratives. These RTP portfolios are then evaluated by the Sociology Program Personnel Committee (PPC).

The PPC is made up of three tenured faculty members. The composition may change from year to year, as members are voted in each Fall. The members all come from the Sociology program, unless there are fewer than three eligible candidates, in which case PPC members may come from a related discipline. Up to AY 2019-20, tenured members of the Anthropology program were eligible to serve, and regularly did so given the lack of tenured faculty in Sociology.

The PPC evaluates each probationary faculty and provides them a score out of five, in addition to a narrative description of strengths and areas for improvement, for each of the three areas:

teaching, scholarship, and service. The rubric for this scoring is outlined in the Sociology Program Personnel Standards (PPS).

The [Sociology PPS](#), which is to be reviewed and updated every five years, was recently updated in 2019. It was changed to make program priorities more clear and to provide more clear guidance to faculty under review. It clearly lays out the expectations for Teaching, Research, and Service. Probationary faculty are prompted to reflect on their teaching as it pertains to course design and implementation, assessment, and pedagogical development and application. Under scholarship, it is made clear that three peer-reviewed journal articles or one book manuscript is sufficient to meet expectations of being awarded tenure. The service section of the PPS indicates that programmatic and university-level service count the most toward tenure, but that service to the discipline and professional service to the community are also considered valuable contributions. The Sociology Program received high praise for its PPS from the University Review, Tenure, and Promotion Committee, who recognized that the PPS should be a model for the rest of the programs.

During the period under review, four Sociology faculty earned tenure. Dr. Sowers was awarded tenure in 2018, Dr. Sánchez and Dr. Trimble O'Connor were awarded tenure in 2019, and Dr. Kadakal was awarded tenure in 2020.

Lecturer Evaluations also follow university protocol. The Sociology Program conducts ongoing review of Lecturer Faculty via processes specified by the *Senate Policy on Lecturer Faculty Evaluation* (SP 09-06). Peer observations of teaching are conducted by both probationary and tenured faculty, while the review of syllabi and Student Ratings of Teaching (SRTs), observations, and writing the annual evaluation are performed by the Program Chair. With such a large number of lecturer faculty, these tasks create significant workload. That workload is multiplied because Sociology has built an expectation that feedback will be developmental and in depth (rather than a perfunctory review as is common in other areas of the university). That effort toward serious and substantive review is all the more necessary now that we have a very scaffolded curriculum.

Faculty workload is partially aligned with the program's goals for effective teaching, scholarship, and service.

Workload is a constant challenge at our university, given the exceptionally high teaching and service loads. The CSU's Collective Bargaining Agreement mandates tenure track faculty workload to be fifteen WTUs per semester, but allots three of those for service so that the course load is usually twelve units or four three-unit courses. Thus, tenure-track faculty are supposed to dedicate four-fifths of their time to teaching and one-fifth to service, unless they receive reassigned time for additional service roles. In reality, some faculty end up with a heavier service load than others. Our contract does not include any provisions for research, even as it requires research for tenure and promotion. Besides university Mini-Grants, support offered for research is most secure in the first two years of employment. Per the Collective Bargaining Agreement (CBA), probationary tenure-track faculty are awarded one course release per semester for the first two years to dedicate themselves to research. Faculty can also apply for a course called UNIV 498 Faculty-Student Collaborative Research. Sociology faculty have been successful in

receiving this. As the course description states, “Students will engage in the creation of original intellectual or creative work by collaborating with a faculty member on a research project of the faculty member’s choosing. Student work will include reading scholarly publications, performing research or creative activities both independently and with the faculty mentor, attending workshops, writing, and preparation of a conference presentation.” UNIV 498 allows us to engage in research while also helping our students. Minigrants and UNIV 498s have been critical sources of research time for some in the program. Any success in scholarship that is achieved beyond these supports is a labor of passion for intellectual pursuits, as it takes place off-contract.

Full time lecturer faculty workload consists of teaching five classes per semester. Lecturers are not required to engage in scholarship activities; however, some do. This scholarship occurs off-contract and is thus uncompensated. Similarly, lecturer faculty are not compensated for service, although they often participate in it in order to have a voice in shaping the direction of their workplace. This creates a situation in which both lecturer and tenure-track faculty engage in unpaid labor in order to create meaningful careers and to accomplish the essential tasks associated with program maintenance.

Lecturer participation has been critical to supporting the progress that the program has made since the last review, although it has significantly declined in the context of current program conflicts and shifting dynamics -- part of which has concerned a perspective on the part of some that lecturers should *not* be involved in program leadership and governance.

D. Faculty Development

Faculty use professional development plans (PDPs).

During their first probationary year, new tenure-track faculty compose Professional Development Plans (PDPs). These documents are then submitted for review by the PPC. PDPs represent a roadmap of each faculty member’s aspired trajectory toward tenure and beyond. It is an opportunity for senior faculty to give feedback on how to achieve the intended contributions mapped out in the Professional Development Plan.

The program supports faculty development opportunities.

There are ample opportunities for professional development at CSUCI. Current Sociology faculty have not only participated in, but even planned, professional development programming.

Dr. Trimble O’Connor and Dr. Soper both participated in the National Center for Faculty Development and Diversity (NCFDD) faculty success bootcamp in Fall 2017. Dr. Trimble O’Connor, in her position on the university’s Faculty Development Advisory Committee, then advocated for a campus membership. Since then, Dr. Abell has also participated in the bootcamp. Dr. Trimble O’Connor continues to be networked with NCFDD through her participation in the alumni program.

Beginning in Fall 2018, Dr. Trimble O'Connor spearheaded a campus initiative called Faculty Inquiry Projects (FIPs). Each semester, facilitators meet five times throughout the semester with a small group of faculty to discuss a variety of topics, ranging from research techniques to self-care. Teaching-related programming includes: how to give feedback on student writing, how to assess student learning, how to create a sense of belonging in the classroom, and how to be anti-racist educators. Dr. Soper, Dr. Chavarria, and Dr. Abell have all participated in numerous FIPs.

Dr. Trimble O'Connor, in her role as Faculty Development Director, also spearheaded a new initiative on campus called Mentoring Mondays, where she meets with new tenure-track faculty in their first three years on campus to socialize them to the expectations of faculty roles at CSUCI, as well as provide knowledge of the support available to them. Dr. Chavarria participated in Mentoring Mondays.

From 2017 to 2019, three Sociology faculty participated in the Critical Learning Collective, where cohorts of tenure-track and lecturer faculty, new and old, built a community to discuss workplace difficulties as well as pedagogy to serve first generation Latinx students. Dr. Soper and Dr. Kadakal were in the first cohort, and Dr. Nam was in the second cohort. Dr. Soper then continued this effort for three semesters, from Spring 2019 to Spring 2020, facilitating Critical Friends Groups across campus. This initiative paused with the move to virtual workspaces, but has resumed in Fall 2021.

Teaching and Learning Innovations (TLi), a center on campus, also offers workshops on topics such as creating an equity-minded syllabus, humanizing online teaching, and how to use Canvas. In January 2020, Dr. Trimble O'Connor, Dr. Soper, and Dr. Nam all participated in a workshop they sponsored with the Center for Urban Education (CUE) on how to create an equity-minded syllabus. In addition, Dr. Sánchez was a TLi Faculty Fellow wherein he received reassigned time to develop quantitative reasoning video tutorials about how to access Social Explorer and engage in statistical analysis outside of statistics classes.

With the move to virtual learning during the pandemic, TLi offered asynchronous self-paced courses on a variety of pedagogical skills to prepare faculty for virtual instruction, called THRIVE. Dr. Abell, Dr. Chavarria, Dr. Downey, Dr. Sánchez, and Dr. Soper all participated in THRIVE. TLi also created a Faculty Mentor outreach program, where faculty serve as mentors to their colleagues in related disciplines to assist with online course preparation and implementation. Dr. Abell was selected to assist Social Science programs. Dr. Abell also received certification through the Association of College and University Educators' (ACUE) faculty development program Effective Online Teaching Practices which utilizes evidence-based teaching practices to increase student achievement and close equity gaps.

The Center for Community Engagement (CCE) offers a Community Engagement and Social Justice Faculty Fellow program, as well as a Community-Based Research Faculty Fellow program. These programs were co-created by Dr. Downey, initially in his role as Faculty Director of CCE. Dr. Abell has participated in both of these Faculty Fellow programs, and Dr. Chavarria and Dr. Armanino participated in the Community-Based Research program.

In addition to university-wide professional development, the Sociology program has hosted internal events, such as a monthly faculty research colloquium, as well as teaching workshops on topics such as providing feedback on writing, and creating an inclusive curriculum that is relevant to student backgrounds. It is important to note, however, that each of those were eventually abandoned because of the effort that it took to organize them, as well as weak participation on the part of faculty as a whole.

Dr. Chavarria has also participated in professional development opportunities outside of CSUCI, including a week-long intensive training on intersectionality through the Intersectional Qualitative Research Methods Institute, and a CSU system-wide pilot grant writing program.

E. Fiscal and Physical Resources

The program has the budgetary resources needed to support its educational program.

The Sociology operations budget, allocated by the University, covers very little of the expenses we have (it pays for printing, for example). For other expenses such as catering for the year-end capstone event, an honorarium for the keynote speaker, paraphernalia for the AKD honors ceremony, and conference travel reimbursement, as well as one-time costs and faculty support, we have lost our source of funds. These funds were derived primarily from summer session and winter session enrollment -- a funding stream that has now been discontinued. Therefore, funds to cover expenses are unpredictable and vary from year to year; some years there is a surplus, and that money goes towards computer refresh for faculty, software needed by faculty, funding student travel to conferences, institutional memberships for Sociology associations, and faculty professional development. It is unclear whether we will be able to fund most items such as these, and even conference travel for some faculty.

Reimbursement for travel expenses in order to attend professional conferences is awarded to both lecturer and tenure-track faculty. Full time faculty receive \$1200 towards their first conference, and \$300 towards a second, for a total of \$1500 annually (although, again, the funding mechanism to support most of that is now gone). Part-time faculty receive a fraction of that, depending on how many courses they teach, but most programs provide no funding to lecturer faculty. The amount for tenured and tenure-track faculty is higher than most other programs on campus. For example, some faculty receive \$1200 per year while others have no conference funds provided in their contracts. Again, however, it is important to point out that those resources were provided by a source that no longer exists, making future provision of travel and professional development funds extremely uncertain. (Currently, we have \$3600 hardwired into our annual budget for travel -- linked specifically to tenure lines hired prior to 2013. That also increases inequities across faculty based on hire dates and tenure status).

In addition to these budgetary expenses, significant resources have been allocated to faculty through reassigned time to carry out various duties. During the 2013-2014 academic year, Dr. Downey, Dr. Trimble O'Connor, Dr. Sowers, and Dr. Jepson all received reassigned time for redesigning SOC 100. This was funded through a proposal submitted by Dr. Downey through the Chancellor's Office Graduation Initiative. The program also received funding from the

Chancellor's Office initiative to reduce course costs, and Dr. Sowers (the proposal writer), Dr. Jepson, as well as two part time lecturers received stipends to redesign SOC 300 in 2014-2015.

Dr. Sánchez received reassigned time for his work on Assessment capacity building in the 2014-2015 academic year, and Dr. Trimble O'Connor received reassigned time in 2016-2017, 2017-2018, and 2018-2019 for her role as Curriculum Coordinator. All nine of these units of reassigned time were transferred from what was originally allocated to the Chair of Sociology (reducing chair's reassigned time to six WTUs annually for three years).

Dr. Sowers received reassigned time for her role as Program Chair for PSA, which Dr. Downey reallocated to her from the reassigned time he received as PSA President from the Dean. Thus, not only has Dr. Downey supported junior faculty through reassigning his own reassigned time, he also dedicated time and energy into applying for resources, such as the Chancellor's initiatives described above, to support faculty and student success.

In the 2020-2021 academic year, the Sociology program received \$119,725 to cover the teaching costs of the reassigned time faculty received. For program governance, Dr. Grove received nine units in reassigned time as Chair, Program Advisors Dr. Sowers and Dr. Abell received three units each, and Dr. Soper received three units to write this self-study.

In addition to service to the program, faculty also received reassigned time for service to the university. Dr. Nam received six units for her role as Director of the Center for Integrative Studies, Dr. Sánchez received nine units for his role as Faculty Coordinator for Student Research and Creative Activities, Dr. Trimble O'Connor received twelve units for her role as Faculty Development Coordinator, Dr. Downey received six units for leading a committee to write a Chair's handbook for the university, as well as three units for creating and leading a Community-Based Research Faculty Fellows program for the Center for Community Engagement, and Dr. Sowers received twelve units for working on WASC accreditation.

Sociology program facilities, including offices, are currently adequate to support the program.

The facilities available to support the Sociology program's educational mission are currently adequate. Elective classes and a few others are capped at 35 students, and the majority of classrooms on campus can accommodate that class size. In previous semesters, when we have temporarily raised caps to 40 students, there were enough seats in the classroom, but it was a tight squeeze. There is a large lecture hall that we have used in the past for SOC 100 Introduction to Sociology, but now that class has moved online, which has improved enrollment and therefore raised our FTES as well as our SFR. For smaller classes, with a cap of 15-24, there are options, from a traditional desk layout, to a seminar table, to computer labs.

Faculty offices are currently adequate, although we anticipate significant challenges with space as we grow in the next few years (confronting space impaction across campus in the foreseeable future). This is likely to exacerbate current divisions between tenured and tenure-track and lecturer faculty, as each tenured and tenure-track faculty member is assigned their own office,

whereas most lecturer faculty across campus share office space (two of our full-time lecturers have their own offices -- one permanently, and one on loan).

F. Developing External Resources

The program seeks and receives and extramural support, including grants and awards.

Sociology faculty have sought funding and recognition, not only from campus opportunities, but external to the university as well.

Dr. Nam has received two institutional awards. In 2014, she received the President's Award for Innovations in Teaching and Learning; and in 2019 she received the Assigned Time for Exceptional Service to Students Award. Dr. Nam has also received two UNIV 498 courses to collaborate with students on her research.

Dr. Wagner received two Instructionally Related Activities grants, one in 2015-2016 and one in 2019-2020; both went toward the international experience course he teaches in Taiwan, totaling \$110,000 in funds. Dr. Trimble O'Connor received an Instructionally Related Activities grant in 2019-2020 to take her students to Santa Rosa Island. She also received a Student Access to Santa Rosa Island Research and Educational Opportunities Grant in 2014. Lastly, she received a Foreign Language Enrichment Grant from the Center for International Affairs in 2020.

Dr. Downey received the Carla B. Howery Teaching Enhancement Grant from the American Sociological Association in 2015 to support his research project on cultivating quantitative literacy in Introduction to Sociology; he also received the CSUCI Foundation Grant in 2016 to bring Robert Huahart to campus to present on his book about best practices in capstone research; and lastly, Dr. Downey received the Sorokin Lecture Grant in 2019 from the American Sociological Association to bring Elijah Anderson to the annual meeting of the Pacific Sociological Association.

Dr. Abell and Dr. Sandoval were awarded the Ventura Council of Governments grant in 2020 to evaluate Ventura County's Family Justice Center.

Dr. Trimble O'Connor received four mini-grants, in 2014, 2015, 2016, and 2018. Dr. Sowers received two mini-grants, in 2014 and 2016. Dr. Soper also received two mini-grants, one in 2018 for her research on indigenous farmworkers' perspectives of organic, and one in 2019 for her research on Black urban gardeners' approach to food justice. Dr. Nam received a mini-grant in 2019.

In addition to these awarded grants, faculty have applied for other opportunities as well. Dr. Wagner applied for a National Science Foundation (NSF) grant in 2021. Dr. Abell applied for two mini-grants in 2020-2021 for her research on CrimeCon and True Crime. Dr. Soper applied for a Russell Sage Foundation grant in 2017, and a United States Department of Agriculture (USDA) grant in 2018.

G. Information Technology

The Sociology program has access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance faculty scholarship.

One of the technological needs for faculty and students is statistical software. CSU pays for the SPSS license, which grants students access to that software in their statistics classes, but it would be nice to have access to other quantitative software programs like STATA. Chair Dr. Grove has supported several faculty requests for software with program funds in AY 20-21 (these are the funds from winter and summer sessions that are not stable from year to year).

There is a designated computer lab on campus for Sociology classes, which ensures that each student has a computer workstation; however, it would be helpful to have lab carts to wheel into a regular classroom when necessary, rather than being limited to the spatial configuration of a computer lab. At times when students are not working on the computer, the ability to rearrange desks would aid classroom pedagogy. Computer labs are capped at 24 students, which creates an additional concern for space as our program grows. The cap issue is compounded because we have no way to add students above the cap at the start of the semester, knowing that in most cases students will drop the class -- which results in enrollments under official caps even for "full" sections. This is an issue that has been raised, but no solution is forthcoming.

Institutional access to Social Explorer and the Sociological Abstracts database are useful for course assignments. While our library journal subscriptions are limited, students and faculty are able to rely on Interlibrary Loan and do so frequently.

Tenure-track faculty receive access to technology upon hire, including computers, printers, and software. Full-time lecturers also receive computers as part of their office space. Part-time lecturer offices have phones, computers, and printers, though they are sometimes assigned to the office and not the individual.

H. Community Involvement and Liaison

The Sociology program has links to community members and professionals, and it maintains relationships with alumni.

The Sociology program is very well integrated into the community. Sociology faculty members hold leadership positions with local organizations. Dr. Nam has served on the boards of the Cabrillo Economic Development Corporation and the Oxnard Performing Arts Center. Dr. Wagner has been on the Board of Directors of the Perinatal Advisory Council: Leadership, Advocacy, and Consultation (PAC-LAC) since 2013, and currently serves as Director. Dr. Downey served on the Board of Directors for the California Association of Human Relations Organizations (CAHRO) from 2008 to 2014, and currently serves as an Emeritus Board Member. Since 2009, he has served as an International Advisory Board Member for the Center for the Study of Hate and Extremism at California State University, San Bernardino.

Dr. Sandoval currently holds leadership positions in a number of local organizations, such as the Santa Paula Unified School District, Santa Paula Early Childhood Committee, Santa Paula Social Services Coalition, and Santa Paula's Blanchard Community Library. To the county at large, he has also served on the Ventura County 2020 Census Complete Count Committee, and on the Evaluation Committee of the Family Justice Center at Ventura County's District Attorney's Office.

In addition to these formal leadership roles, Dr. Sánchez volunteers with the Santa Paula Latino Town Hall, and Dr. Soper volunteers with the Mixteco Indigenous Community Organizing Project.

The Sociology program also maintains links with professionals in the community through its capstone course, where faculty collaborate with community partners to develop community-based research projects for students to implement. Community partners include: Community Advocacy Coalition of Ventura County, Casa Pacifica, Ventura County Commission for Women, Project Understanding, Camarillo Hospice, California Association of Human Relations Organizations, Concerned Resource Environmental Workers, Caregivers, Cabrillo Economic Development Corporations, Housing Authority of the City of San Buenaventura, Community Roots Garden, Reiter Affiliated Company, the Surfrider Foundation, and The Girls Empowerment Workshop.

Dr. Abell, Dr. Downey, Dr. Jordan, Dr. Trimble O'Connor, and Dr. Sowers have also worked with campus community partners, such as the Public Safety Unit, Division of Student Affairs, Alumni Association, Osher Lifelong Learning Institute, Commuter Student Services, Center for Community Engagement, Science Carnival, and the Sociology Program.

Dr. Abell's capstone students partnered with the Cabrillo Economic Development Corporation to assess a Home Buyer Workshop through pre and post surveys. They also surveyed CSUCI students' attitudes toward the University Police Department as well as perceptions of campus safety. Her students also interviewed faculty who have taught service learning courses about their best practices, use of Center for Community Engagement (CCE) resources, and attendance at CCE events. The results of this study are published in the open-access journal *CBR@CSUCI*.

Dr. Trimble O'Connor's capstone students partnered with the CSUCI Science Carnival, which intends to increase interest in STEM among children of color, girls, and the low-income. The research team administered surveys at the carnival to measure the impact of attending. Her students also partnered with The Girls Empowerment Workshop to measure the impact of workshops using a pre- and post-test survey and follow-up interviews.

To maintain relationships with alumni, and to network current students with graduates, the Sociology program hosts an annual Alumni Career Panel. Panelists include evaluation coordinators, resident services coordinators, and drug and alcohol outreach coordinators for various local non-profit organizations. As noted above, however, there are no clear plans for continuing that event in the future due to lack of collective capacity.

Dr. Sánchez has even appeared with alumni on a local radio station to discuss the Sociology program and undergraduate research opportunities on campus.

To the community at large, numerous Sociology faculty members have presented their research at local library branches through the Library Lecture Series.

ELEMENT FOUR: Creating a Learning Centered Organization

A. Program Planning

The Sociology program engages in planning activities which identify priorities.

Sociology faculty routinely meet to discuss program matters, including long-term planning. From 2014 through 2019, those discussions focused on student needs and culminated in the multi-year process of curriculum redesign. Throughout the 2019-2020 and 2020-2021 academic years, we discussed the possibility of adding a criminology concentration to the Sociology major. Ultimately, it was decided that criminology is not the direction that we want to grow. For now, especially with our limited resources, it is better to maintain a leaner, more focused program oriented around systematic empirical inquiry, and the progression of core skills that culminate in a research-based capstone.

B. Integration of Planning Resources

Program planning is aligned with the curriculum, informed by student learning outcome data, and integrated into the Academic Affairs budgeting process.

In terms of tenure-track hiring, our program planning is aligned with our curriculum and informed by student learning outcome data. Our next hire will fill in the gaps of the curriculum, where we struggle to find enough faculty to teach courses. Currently, the course we face difficulty finding faculty to teach is SOC 332 Race and Ethnicity. This was so when it was a major elective, and now that it will become one of two upper-division general elective courses, it is more important to recruit faculty with this area of expertise, so that we can offer multiple sections. The more sections that fill, the larger our FTES will be, since it will attract non-majors. That also raises SFR targets -- which, in turn, allows us to lower caps on other courses that require significantly more student attention.

In addition to this curricular concern, hiring a new tenure-track faculty member with expertise in Race and Ethnicity will help diversify our faculty. This is especially important in response to two data outcomes in particular: men of color are retained at lower rates than their peers, and non-majority students of color (Black, Asian, and Pacific Islander) are more likely than their peers to be in poor academic standing. Our program is committed to working together to address these equity gaps through anti-racist pedagogy.

Regarding Academic Affairs budgeting, our program has submitted a hiring request that highlights not only our FTEF/FTES ratio, but also how the hire will result in advancement of diversity, equity, and inclusion, as well as how it will align with campus strategic priorities.

Fortunately, our request was approved; the search for an Assistant Professor in Social Inequalities: Race and Ethnicity, Gender, and Intersectionality is underway (see [job announcement](#)).