

## SOCIOLOGY PROGRAM: ACTION PLAN 2014-18

ACTION ITEM / DESCRIPTION	RECOMMENDATION & RATIONALE	DELIVERABLES / TIMELINES	RESPONSIBILITIES & RESOURCES
<p><b>Curricular structure:</b></p> <p>Develop a clear design for curricular scaffolding and mapping, and implement.</p>	<p>"Methods courses, theory courses, and the capstone are sequentially structured to ensure that knowledge and skills are acquired in stages. Furthermore knowledge based courses have four levels with appropriate prerequisites." (External Review p. 2)</p>	<p>2 YRS: Complete and agree upon a course/skills matrix across the curriculum which specifies expectations regarding skills and materials to be integrated into core and elective courses at all levels throughout the major.</p> <p>2 YR Update: We made initial progress prior to focusing on curriculum redesign, and will return to the matrix project next year.</p> <p>3 YRS: Revise and renumber curriculum to clarify and structure the developmental expectations in the curriculum.</p> <p>5 YRS: Revised curriculum in place. That will: 1) increase readiness for the capstone; 2) reduce the number of students delaying graduation due to prerequisite sequences for enrollment in capstone; and 3) raise quality of Sociology degree.</p>	<p>Curriculum Coordinator will work with the Chair and the Faculty.</p> <p>The program will need to devote additional resources to support the position of Curriculum Coordinator.</p>
<p><b>Curricular structure:</b></p> <p>Broaden electives, particularly in the area of micro-sociology</p>	<p>"The Department may explore expanding its electives to include more micro courses regularly found in Sociology Programs." (External Review p. 3)</p>	<p>Ongoing to 5 YRS: Create additional electives (following the logic of the curricular scaffolding that is developed, as per above); make all electives regularly available; and expand micro-sociological components of curriculum, beginning with a general course in Social Psychology.</p>	<p>The Faculty as a whole will identify new courses as necessary (and drawing on the logic of broader curricular restructuring), using new hires to develop necessary areas.</p>
<p><b>Curricular definition:</b></p> <p>Redefine Student Learning Objectives (SLOs) across curriculum for clarity</p>	<p>"SLO statements need to remain outcome or result-oriented rather than statements of process." (External Review p. 4)</p>	<p>3 YRS: Course SLOs revised to reflect best practices; this can be done in the process of curricular redesign and modification.</p>	<p>Faculty will assess the courses to which they are most typically assigned, and will work with the Curriculum Coordinator to revise as necessary.</p> <p>Additional time and responsibilities for the Curriculum Coordinator.</p>

<p><b>Curricular assessment:</b> Establish ongoing, cyclical, programmatic assessment -- including embedded assignments</p>	<p>"When done well, assessment is ongoing, cyclical and programmatic. While it is obvious there was a concerted effort on the part of the faculty to assess student learning outcomes, now is a perfect opportunity to reflect upon both programmatic goals, learning outcomes and assessment, and how they might inform future curricular decisions." (External Review p. 5)</p> <p>"Assessments of assignments embedded in core courses is a 'best practice' in the discipline. . . . " (External Review p. 4)</p>	<p>2 YRS: Assessment plan in place for multi-year, long term plan integrating best practices – including embedding assessment in core courses.</p> <p><b>2 YR Update: Still in progress.</b></p> <p>5 YRS: Complete a full cycle of assessment, and have regular assessment cycle institutionalized.</p>	<p>The Assessment Coordinator will work with the Chair and Faculty as a whole.</p> <p>Additional time will be required of the Assessment Coordinator; we have secured resources from the Director of Continuous Improvement to support initial design of assessment program, but need to find ongoing resources for the Assessment Coordinator.</p>
<p><b>Curricular leadership:</b> Develop tenure track leadership of core courses</p>	<p>Review p. 5: "[T]he program is struggling to meet the national standard that core courses are taught by tenure track faculty." . . . P. 6: "high quality learning in the core of the discipline is maintained in a department when tenure and tenure track faculty are available to teach these fundamental courses, and serve as formal advisors." . . . p. 3: "The reliance on lecturers to teach core courses is at best a finger in the dyke approach. This is especially the case with the capstone course."</p>	<p>2 YRS: Rather than to deploy our tenure track faculty in core courses, and assign non-TT faculty primarily to electives, we believe it is necessary to include both types of faculty in both areas; to create more consistency and control in core courses, we will create curriculum component teams to confer and develop the four core areas: Introductory/Advanced Introductory (100, 350); Community &amp; CBR (201, 499); Theory (420, 421); and Stats and Methods (303, 310).</p> <p><b>2 YR Update: This is in its incipient stages, but we are making progress.</b></p>	<p>Chair will work with faculty to create working groups to develop collective expectations for all core courses drawing from the logic of the curricular/skills matrix, and including SLO clarification; those expectations will guide all faculty (TT and non-TT) to increase overall quality of courses and minimize unproductive differences across core course sections.</p>
<p><b>Programmatic development:</b> Submit long form to initiate MS in Applied Sociology Program</p>	<p>Review p. 6: "FTEF indicate that growth without more faculty (and space) cannot occur without jeopardizing the integrity of the BA in Sociology and the future of the MS in Applied Sociology."</p> <ul style="list-style-type: none"> <li><i>It is important to note that Sociology has lost two senior faculty members since the External Review was conducted.)</i></li> </ul>	<p>2 - 3YRS: Develop and submit a plan for commencing the MS in Applied Sociology.</p> <p><b>2 YR Update: No progress on this front. Consensus is that we should get through the greater part of our undergraduate curriculum redesign before moving ahead with the main planning for our MS program.</b></p> <p>5 YRS: Commence MS Program in Applied Sociology.</p> <ul style="list-style-type: none"> <li><i>The target for this will vary depending on conversations currently taking place within the program.</i></li> </ul>	<p>Chair will work with Faculty and a Graduate Committee to decide on a timeline for submitting the long forms to the Chancellor's Office and WASC; then developing and submitting them.</p> <p>This will require a moderate time commitment over the coming years.</p>

<p><b>Faculty &amp; Staffing:</b> Expand tenure track faculty and broaden programmatic service</p>	<p>Review p. 5: "a student focused, applied curriculum that has built in components of service-learning and an applied internship is faculty resource intensive. With the addition of three new hires the program now has 7 tenured or tenure track faculty members. [NOTE: TT faculty have declined to 5 since review was conducted.] However, given the large number of majors in the program this is clearly insufficient, especially considering buyouts and the efforts necessary to launch an MA in Applied Sociology." . . . Review p. 6: "A faculty that relies on a few members to carry the burdens of committee work results in exhaustion." . . . p. 6: "Requests for faculty hires to continue this endeavor should be considered forward looking."</p>	<p>2 YRS: Hire two TT faculty to replace the loss of two tenured senior faculty since the time of review . . . Restructure leadership roles in the program to include a wider variety of formal leadership positions, including formal committees and regular program meetings.</p> <p>2 YR Update: We have hired two tenure track faculty – one a direct replacement, and another an indirect replacement. . . . We passed bylaws which formalized the creation of several formal leadership roles to be elected by a vote of the faculty: Program Advisor; Associate Chair; Curriculum Coordinator; and Assessment Coordinator. . . . Over the past two years, we have been meeting much more frequently, and have revitalized self-governance.</p> <p>5 YRS: Hire an additional two to three TT faculty (beyond replacement) to serve student growth and a graduate program.</p>	<p>Chair will appeal to AVP and Provost to develop a hiring plan that will serve the needs of the Sociology Program for maintaining the number of tenured and tenure-track faculty at the time of the review – and then growing from that point to serve programmatic growth. That represents a significant commitment to tenure track hiring.</p> <p>Chair will work with the Faculty to advertise and lead the search committees that will hire our new colleagues.</p>
<p><b>Faculty &amp; Staffing:</b> Initiate independent Anthropology program</p>	<p>Currently, the Chair for the Sociology Program divides her/his time with the new and growing Anthropology Program. The Anthropology Program now has over 60 majors, and will be growing steadily. That divides the attention of the chair, and should be split off as soon as feasible</p>	<p><i>(Timeline is uncertain and beyond the control of the program.)</i></p> <p><i>We have made significant efforts to seek clarification, and none is forthcoming. It is hoped that the planned reorganization of the School of Arts &amp; Sciences will move this process forward.</i></p>	<p>Chair will work with AVP and Provost to establish clear metrics and timelines for granting independent status for Anthropology Program.</p>
<p><b>Faculty &amp; Staffing:</b> Staffing level and location</p>	<p>Review p. 5: "A single Academic Program Analyst to support multiple programs is not adequate staff. . . . [I]t was apparent that these otherwise very involved students simply were not aware the Sociology Program has an office with supporting staff."</p>	<p>2 YRS: Increase the amount of our Administrative Analyst's time that is devoted to our programs; Locate the office of the Administrative Analyst in the area where Sociology faculty are housed.</p> <p>2 YR Update: We now have a new Administrative Analyst (Mia de Paula) and she is doing wonderfully. She has one less program than the former analyst, and able to devote more time to programmatic needs – like our webpage and other “discretionary” issues. We feel confident moving forward.</p>	<p>Chair will work with AVP and Provost to find a way for programmatic staff to be located in closer proximity to Faculty.</p> <p>That will require a commitment to staff resources, and space management.</p>

<p><b><i>Alumni cultivation:</i></b> Improve alumni network</p>	<p>"[I]ndirect, invaluable data might be collected from alumni." (External Review p. 5)</p> <p>We also believe that integrating alumni into programmatic events and classes will serve a useful purpose by modeling careers and the application of Sociology.</p>	<p>2 YRS: Establish occasional social and academic programs to create and sustain linkages between the program and alumni; create opportunities for alumni to visit and participate in events on campus</p> <p>2 YR Update: We have made some preliminary steps in this direction. A capstone project surveyed Sociology alums, and we look forward to receiving that report. We have had an alum present to students on two occasions this year. We hope to expand that in the coming years.</p> <p>5 YRS: Establish regular and ongoing programs, such that students anticipate the alumni status, and understand ways that they can assist the program after graduation.</p>	<p>The Student Advisor will work with Faculty to initiate programs. Current reassigned time should be adequate.</p>
<p><b><i>Promote value of degree:</i></b> Create greater recognition of and value for the Sociology degree, at both the undergraduate and graduate levels</p>	<p>Provost's comment #3: "Articulate the value of the degree and identify potential career paths.";</p> <p>Personal communication from AVP regarding benefits to graduate and undergraduate program of increased community visibility and ability to promote the value of the program and degree.</p>	<p>2 YRS: Develop materials (linked to our course/skills matrix, and drawing on research from the American Sociological Association) that identify specific marketable skills -- and integrate awareness and application into all aspects of our curriculum.</p> <p>2 YR Update: We have made very preliminary steps in this direction so far, but we have identified specific sources of support to make significant strides in the next couple of years through the ALAS program.</p> <p>5 YRS: Create community programs the sill increase the visibility of the program and discipline – and a sense of the value of the degrees (both bachelors and masters). . . .</p>	<p>The Chair will lead the Faculty in general and the Graduate Committee in particular, to develop programs to promote positive awareness of Sociology, The Student Advisor will assist in finding ways to promote awareness to our students. This will require some time and energy, and perhaps some minimal financial resources for brochures, etc.</p>