



MEMORANDUM

TO: Regina Eisenbach, Dean, Academic Programs

FROM: Julia R. Johnson, Dean, College of Humanities, Arts, Behavioral & Social Sciences

DATE: July 31, 2018

SUBJECT: Expansion of Stateside Program (Sociology Online)

The proposed expansion of the stateside Sociology degree to a fully online program offered through Extended Learning is presented with a clear rationale. The stateside program can neither meet demand with existing offerings nor increase its program without additional state funding. Further, the EL program provides avenues for students who may not have access to the stateside program. As a degree completion program, the proposed online Sociology degree serves the region's transfer students.

The existing stateside program is well prepared for this expansion of this program into a fully online degree program because it offers many of its courses in this instructional mode. Having launched a successful EL program in Criminology, the department has experience in self-support programs and in supporting tenure-track faculty hired through EL. Further, the department has worked with EL to set the lowest possible unit rate for its courses, increasing access for the greatest number of students.

The questions posed by the CHABSS Curriculum and Academic Programs governance committee working in concert with the College's Hiring and Academic Planning Committee will help the proposers strengthen the proposal as it moves through the review process. The proposed expansion seems appropriately scaled to resources and should not negatively impact the functioning of the stateside program. It will be important for the program to prepare a detailed MOU with Extended Learning regarding support of tenure-track faculty in the RTP process as well as planning for potential changes in scale (upwards or downwards) in the future.



Sociology B.A. Degree Completion Program Expansion to Self-Support

1. Program Identification

- a. **Name, title, and rank of the individual(s) primarily responsible for drafting this proposal.**

Adam Shapiro, Professor of Sociology.

Rank: Professor.

- b. **Term and academic year of self-support program launch (e.g. Fall 2007).**

Fall 2018, Spring 2019, or Fall 2019

- c. **Specify how this proposed expansion meets one or more of the E.O. 1099 conditions for self-support delivery.**

The proposed program will operate during the regular college terms. The Sociology program has experienced significant growth and state funding is only available to meet existing stateside enrollment demand. In fact, our stateside courses generally have significant waitlists. Thus, CSU Operating Funds are not available to support this program. (E.O. 1099 5.2)

The Online BA Sociology Program will be offered completely online (E.O. 1099 5.2c).

- d. **Identify the unit that will have primary responsibility for offering the self-support program, and all CSUSM programs or Departments that will provide courses as part of the self-support degree or certificate.**

The Sociology department will oversee the self-support degree program. In addition to the sociology courses the program will work with College of Humanities, Arts, and Behavioral & Social Science and College of Science & Mathematics to offer 9 units of upper division general education courses.

- e. **Is this program offered in collaboration with any other institutions (for example, in partnership with a community college)?**

No.

2. Student Demand

- a. **What evidence exists to demonstrate the need to expand the program to a self-support offering.**

There is ample evidence of demand for our online BA degree completion program in Sociology. First, our BA offered stateside continues to grow at a very high rate. In fact between Fall 2014 and Fall 2016 our major count grew by nearly 40%, from 453 to 629. Resources to support the stateside program, however, have not grown commensurate to our enrollment. In fact, the department's SFR has increased by nearly 40% since 2011.

Second, the department's online offerings are very robust. The department offers multiple online sections during the academic year and in intersession and summer session. With rare exception, our online offerings fill with waitlists.

Third, a similar upper-division degree completion online program at Fullerton has experienced significant enrollment demand. We have had conversations with our colleagues at CSU Fullerton, who currently offer a BA in Sociology online. They have significantly increased the size of their program to accommodate demand in just the first few years of the program. According to their program director, there is tremendous demand in LA and Orange Counties and beyond.

b. What community participation, if any, was engaged in the planning process? (This may include prospective employers of graduates.)

Extended Learning has engaged several north county high schools and the local community colleges to create multiple 3-year degree completion programs. Both the k-12 school district and community colleges have participated in an open forum discussion at North County Professional Development Federation and provided positive feedback about the accelerated pathway and implications to the north county workforce. Recently, an accelerated BS in Kinesiology was approved. The online BA in Sociology would be appropriate for this partnership.

c. What issues of access (i.e., geographic, socioeconomic, scheduling flexibility, etc.) were considered when planning to expand this program to self-support offering?

The Department has had significant conversation about access and we have a long history of commitment toward educational inclusion and social justice. Several important characteristics of our program speak to the issue of access. First, our program is entirely online so geographic limitations and scheduling inflexibility are minimized. Second, our tuition and fees for the proposed program, while more expensive than stateside tuition, are identical to the Department's CJS program in Temecula at \$395 per unit – the lowest of all the degree programs offered through CSUSM Extended Learning and lower than the online BA at Fullerton. Additionally, the program is financial aid eligible and undergraduate students can be eligible for grants that do not need to be repaid. Finally, the cohort model for this program will allow students to complete their degree within the 16-month period, students will not have to face the competition for courses as they do for the stateside program.

d. What is the expected number of majors in the year of initiation and three years and five years thereafter.[1] What impact on existing campus stateside and EL programs is anticipated (both for the program wishing to expand and other existing programs on campus)?

The program plans to admit between 30 and 35 students in its initial cohort. We anticipate that by year 2 and beyond, we will admit one cohort of up to 35 students in each of the Fall and Spring semesters. There are no plans for further expansion in the subsequent years thereafter.

There is no anticipation of a negative impact on the stateside Sociology program or any other programs offered on campus.

3. Support Resources for Expanding Programs to a Self-Support Offering

Note: The following items should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

a. Anticipated impact on existing CSUSM campus resources, including faculty and staff resources. All affected departments offering courses in this program should be addressed here. How will the new self-support program be offered without negatively impacting the existing stateside offerings? Give particular attention to how existing tenure-track faculty resources will be deployed across the existing stateside program and the proposed new off-site program.

The program will be delivered through the efforts of a mix of tenure track and lecturer faculty. Extended Learning will fund one tenure track faculty in the first year of the program, and plans for an additional tenure track hire year the following year. In addition, there are funds to support lecturer instruction. As one of the largest departments on campus, we have a very large and diverse lecturer faculty pool. The Department conducted a survey of its lecturer faculty and found that the number of lecturer faculty willing to teach in our proposed program far exceeds available teaching slots.

The 16-month degree completion program will not adversely impact the distribution of faculty resources to the stateside program. Our faculty teach in the program as either part of their regular teaching load or as overload so there is a diverse set of faculty available to deliver the program, including both tenure track and lecturer faculty. The faculty are committed to maintaining the same quality and integrity of the proposed self-support program as they are to our stateside program.

b. Space and facilities that would be used in support of the proposed program expansion. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required.

No additional instructional space will be required, as the program will be delivered exclusively online. Office space will be required for new tenure track hires.

c. A report provided by the campus Library.[2] What additional library resources (including library instruction, library materials and staff/faculty support) will be needed to expand the program to include a self-support delivery model? Indicate the commitment of the campus either to purchase these resources or to borrow through interlibrary loan or the San Diego Circuit. Note: Student demand figures may be especially helpful in determining database expenses as well as necessary reference or other library faculty/staff support.

d. How will existing academic technology, equipment, and other specialized materials be impacted by the program's expansion to include a self-support delivery?[3] What additional academic technology, equipment, staff support, or other specialized materials will be needed to implement the additional delivery model?

The proposed program will be delivered completely online and will require sufficient academic technology and support services. Specifically, we will utilize existing campus LMS (Moodle), and while

most of the program faculty already have experience teaching online, they will likely need continuing support with new technology integration. Also, student support should be available beyond traditional working hours due to the online and primarily asynchronous nature of the program delivery.

4. Budget & Anticipated Revenues from Program Expansion

Please see attached budget.

Program Financial Analysis & Pro Forma
PROJECTIONS - BA Online Sociology Degree Completion

Total Program cost @ 45 units x \$399 = \$17,955

		YR 1 - FY 18/19	YR 2 - FY 19/20	YR 3 - FY 20/21	YR 4 - FY 21/22	YR 5 - FY 22/23
Tuition		\$ 399	\$ 399	\$ 399	\$ 399	\$ 399
Cohort 1		30	27			
Units Students take in FY		32	13			
Cohort 2			35	32		
Units Students take in FY			32	13		
Cohort 3				35	32	
Units Students take in FY				32	13	
Cohort 4					35	32
Units Students take in FY					32	13
Cohort 5						35
Units Students take in FY						32
Total Units		32	45	45	45	45
		2018/2019	2019/2020	2019/2020	2020/2021	2021/2022
Revenue						
Tuition		\$ 383,040	\$ 586,929	\$ 610,271	\$ 610,271	\$ 610,271
Other		\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue		\$ 383,040	\$ 586,929	\$ 610,271	\$ 610,271	\$ 610,271
Direct Expenses						
Faculty/Staff						
Faculty Program Coordinator	3000	\$ 12,000	\$ 12,240	\$ 12,485	\$ 12,734	\$ 12,989
Faculty Program Coordinator Benefits	0.273	\$ 3,276	\$ 3,342	\$ 3,408	\$ 3,477	\$ 3,546
Internship Coordinator		\$ 6,000	\$ 6,120	\$ 6,242	\$ 6,367	\$ 6,495
Internship Coordinator Benefits		\$ 1,638	\$ 1,671	\$ 1,704	\$ 1,738	\$ 1,773
FT Tenure Track Annual Faculty		\$ 75,000	\$ 76,500	\$ 78,030	\$ 79,591	\$ 81,182
FT Tenure Track Benefits		\$ 30,750	\$ 31,365	\$ 31,992	\$ 32,632	\$ 33,285
Overload/Adjunct	2700	\$ 37,800	\$ 72,900	\$ 74,358	\$ 75,846	\$ 77,363
Overload/Adjunct Benefits	0.273	\$ 10,319	\$ 19,902	\$ 20,300	\$ 20,706	\$ 21,120
Other						
Library Services		\$ -	\$ -	\$ -	\$ -	\$ -
Equipment & Supply		\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Promotion, Advertising & Print		\$ 20,000	\$ 18,000	\$ 15,000	\$ 15,000	\$ 15,000
Total Direct Expenses		\$ 198,283	\$ 243,539	\$ 245,020	\$ 249,591	\$ 254,253
Operating Income/Margin		\$ 184,757	\$ 343,390	\$ 365,251	\$ 360,680	\$ 356,017
Indirect Expenses						
CSU/CSUSM Reimbursement	0.14	\$ 53,626	\$ 82,170	\$ 85,438	\$ 85,438	\$ 85,438
FAS Reimbursement	0.06	\$ 11,897	\$ 14,612	\$ 14,701	\$ 14,975	\$ 15,255
IITS Reimbursement	0.015	\$ 5,746	\$ 8,804	\$ 9,154	\$ 9,154	\$ 9,154
Reimbursement to Colleges	0.05	\$ 19,152	\$ 29,346	\$ 30,514	\$ 30,514	\$ 30,514
EL Overhead	0.3	\$ 114,912	\$ 176,079	\$ 183,081	\$ 183,081	\$ 183,081
Total Indirect Expenses		\$ 205,332	\$ 311,011	\$ 322,888	\$ 323,162	\$ 323,442
Total All Expenses		\$ 403,616	\$ 554,550	\$ 567,908	\$ 572,753	\$ 577,695
Net Gain/Loss		\$ (20,576)	\$ 32,379	\$ 42,363	\$ 37,518	\$ 32,575
Net Gain/Loss %		-5%	6%	7%	6%	5%
Loss Carry Forward		\$ (20,576)	\$ 11,803	\$ 54,166	\$ 91,683	\$ 124,259
Gain/Loss Share with College	0.15	-\$3,086	\$4,857	\$6,354	\$5,628	\$4,886
Gain/Loss Share with Academic Affairs	0.05	-\$1,029	\$1,619	\$2,118	\$1,876	\$1,629



California State University

SAN MARCOS

Curriculum and Academic Programs Committee, CHABSS

MEMORANDUM

DATE: May 3, 2018
TO: Dr. Julia Johnson
FROM: CHABSS CAPC
SUBJECT: Review of the Sociology on-line BA option

CAPC has completed its review the proposal for an Online BA in Sociology. In the process of this review, we solicited feedback from HAPC on the implications of the proposal on issues pertinent to that committee. After reviewing this feedback, we sent a series of questions to the proposer (included) and received answers (also included) that we reviewed at our May 2, 2018 meeting. Following that discussion, we voted unanimously to approve the proposal for an Online B.A. in Sociology. Below are what we believe are the strengths of the proposal and concerns and other issues that will need to be addressed as this program moves forward.

Strengths:

1. We believe that the proposal meets the standards put forth in E.O. 1099 for the addition of a self-support program that will run concurrently with a stateside program.
2. The Sociology department has already established many on-line courses that would be a part of the new program.
3. Sociology is a large major that has ample student demand that can be served by the addition of the online BA option.
4. The implementation of a cohort model for students who are admitted to the online BA program was viewed as a strength. The ability of these students to have an established and available path through the major will encourage students to complete the degree in a timely manner.
5. The self-support model under which this program is being proposed and its intent to remain relatively small compared to the stateside major means that little additional cost will be incurred by its inclusion in the college. The proposer's answers to our questions regarding resources indicate that Extended Learning involvement with resources will be sufficient to meet the needs.
6. We were concerned that students who were in the stateside program would be drawn to this accelerated program potentially hurting the stateside major. The proposer has indicated that this program will be primarily for transfer students and those students who wouldn't attend CSUSM otherwise. Although still a concern, the broadening of the offerings of CSUSM to groups who cannot attend CSUSM otherwise is a positive.

Concerns and Other Issues

1. As is true of all programs that are run through Extended Learning, the additional cost to students above that of the stateside program was considered. As indicated in the proposal, the proposed cost to students is less than similar programs elsewhere in the CSU. However, the fact

that it is more expensive may impact the diversity of students (broadly defined) who can participate. This is a factor that we encourage the department to monitor.

2. The proposal indicates that 2 tenure line faculty will be hired using EL funds as well as necessary lecturers. Although the additional faculty will be a positive, we encourage the Dean's office and the Sociology department to work with EL to establish how these new faculty's RTP processes, professional development, space, and service requirements will be met. Our concern is that the department and the faculty themselves will have competing demands that may affect the RTP process.
3. Although it is the intention to keep the Online BA program small in comparison to the stateside program, we could foresee a situation where this program could have substantial pressure to grow beyond the numbers that were proposed. CAPC is concerned that substantial growth in the online program could affect the stateside program (in conflict with E.O. 1099). Care will be needed in regulating the size of the online program in order to keep it proportionally small.
4. Upper Division General Education courses that can meet the needs of the cohorts will need to be established. The further restriction that these courses need to be online will limit the opportunities. With an eye to our current enrollment challenges, finding and planning for these courses will be a necessary step.



MEMORANDUM

DATE: April 26, 2018

TO: CHABSS CAPC

FROM: Adam Shapiro
Professor of Sociology

RE: Sociology Online BA Degree Completion Review

Thank you for your review of our proposal and I appreciate the opportunity to answer your questions. I will address these in the order in which they appear in your memo.

1. Costs for recruiting and professional development of TT faculty will be paid for by program revenue. There is a line item in the budget for TT faculty and it is inclusive of these expenses. With respect to space, EL currently has a building under construction and has articulated that it can provide some office space for additional faculty as this was part of the building plan.
2. We note in the program that faculty may teach in the online program “*either* as part of their regular teaching load *or* as overload” (emphases mine). We include these merely as options, not as directives, to give the Chair and the Dean the flexibility to make faculty assignments that are in the best interests of the students and the program based upon the resources and needs at that time. For example, let’s say a TT faculty member who regularly teaches in our online program takes a sabbatical. There may only be one other TT faculty member who can teach a certain 3-unit course, and that TT faculty member is not assigned to teach in the online program. The chair (via the Dean) could reassign another TT faculty member to teach that 3-unit course in-load to meet the curricular need and reassign another TT faculty member away from EL to stateside for the 3 units making the net TT loss zero while meeting the curricular needs of the program. Allowing the *option* of in-load reassignment to EL gives the program that needed flexibility in the best judgment of the Chair and Dean.
3. The program’s effect on staff and advising time will be minimal. Specifically, our TT faculty funded by self-support revenue are expected to have departmental advising assignments commensurate with our state-funded TT faculty so they will be picking up the additional departmental advising duties. Additionally, EL has student services staff

of SSP IIs and SSP IIIs that will provide advising for SOC and other online programs such as the RN-BSN and BCBA. Thus, this will reduce the workload required for faculty. Similarly, EL provides the majority of staff time for the proposed program other than student issues, including scheduling/logistics, faculty contracts, among other things. Finally, as part of the CBA between CSU Administration and CSUEU, staff workload in the College will be monitored annually to ensure that appropriate workload is maintained.

4. CAPC is correct that, in the narrative, we offer the possibility of extended admission to two cohorts per year after Year 1. The budget spreadsheet is calculated on the basis of one cohort per year for ease of interpretation and because our decision to admit a second cohort per year will depend upon enrollment demand. Should a second cohort be admitted, we would adjust the budget accordingly to account for greater revenue and salaries. I hope this better explains our rationale.
5. The UDGE courses we would offer will depend, as they do on the stateside, on availability and willingness of faculty to offer courses. The process that has been used has been to notify via email all department chairs of the opportunity to offer UDGE courses. I can share with you the UDGE courses that have been offered in Temecula for our Criminology & Justice Studies BA cohorts. They are as follows:
 - a. Fall 2015: ASTR 342 (BB), TA 323 (CC), HIST 352 (DD)
 - b. Fall 2016: ASTR 342 (BB), TA 410 (CC), PSYC 344 (DD)
 - c. Fall 2017: BIOL 323 (BB), TA 323 (CC), LING 341 (DD)
6. The program will be catered and marketed to transfer students as all EL degree completion programs are. Our intent is to attract students who (a) would have otherwise not attended CSUSM, (b) may not have attended a public university at all, and (c) who would be at risk of attrition in the stateside major given work or other logistical issues that make it difficult to come to campus on a regular basis. Additionally, we do not believe that this program will impactfully cannibalize the stateside major as evidence from other EL programs indicates per EL Associate Dean Aaron Guy. An example of this can be seen in Kinesiology. EL has a Kinesiology program in Temecula, and this spring EL started an accelerated main campus Kinesiology cohort. These efforts have not negatively impacted the stateside program enrollment. There may be a few stateside students who may elect to switch to the EL program, but trends from other programs show that this is not common.

I hope this response has fully answered your questions. If you have further questions please feel free to contact me. I am hopeful that CAPC will support the Department's desire to offer this new program to our students as soon as possible. Thank you.



Curriculum and Academic Programs Committee, CHABSS

MEMORANDUM

DATE: April 16, 2018
TO: Dr. Adam Shapiro
FROM: CHABSS CAPC
SUBJECT: Review of the Sociology on-line BA option

CAPC and HAPC have reviewed this proposal for an Online BA in Sociology. We agree that proposal meets the standards put forth in E.O. 1099 for the addition of a self-support program that will run concurrently with a stateside program. The stated growth of the number of majors in the stateside program does indicate that there could be sufficient demand for this program.

We understand that this exclusively on-line program will be small compared to the current stateside Sociology major. In addition, we appreciate the fact that the department already offers on-line versions of the major courses needed. However, although it is not a large increase in majors and it is on-line, it is still an increase that will have resource demands within the department and college. Could you provide responses to the following questions that were raised in our reviews?

1. The proposal calls for the eventual hiring of 2 tenure track faculty members who will be housed in the Sociology department. Although these faculty salaries will be funded by Extended Learning funds (as indicated in the budget), other resources are involved with faculty hiring and professional development, including office space. Will those costs be incurred by the department and the college?
2. There is mention of the fact that some current faculty (including stateside hired tenure track) will teach in this program as part of their regular teaching load. Won't this have a detrimental effect on the stateside course offerings? Those faculty members would be offering a section of extended learning that would normally be offered to stateside students. If these were exclusively overload sections, it would be understandable and would not affect the offerings for stateside students. However, it would appear that by having faculty teach as part of their normal load in an extended learning program, the stateside offerings would be diluted from a tenure track faculty point of view.
3. The cohort model is viewed as a strength of the proposal. Admitting a new cohort every semester will eventually mean that approximately 100 students will be in the program at one time (e.g., F18, S19, & F19 would all be in the program in the F19 semester). This increase in the number of majors could require increased staff time and an increased advising load on faculty. How will these increases be met within the department?
4. On a related note, in the budget, wouldn't Cohort 2 start in 18/19 (Spring 19) and Cohort 3 start in 19/20 (Fall 19)? It appears from the budget that Cohorts are admitted only once a year, but

the proposal indicates that Cohorts are admitted twice a year (Fall and Spring). This may be a misunderstanding on how this budget is being described in the worksheet, but we would appreciate some clarification on this point.

5. The proposal states that the online program will work with the CHABSS and CSM to offer upper division general education courses to satisfy those requirements. It would be helpful to know what some of the anticipated offerings would be. In addition, how would these additional seats be funded through the EL program?
6. Finally, although there is substantial demand for courses currently in the Sociology major, will this program siphon students who would otherwise be stateside funded students and move them into the EL track, be only open to transfer students, or would these students primarily be additional students who would otherwise not attend CSUSM? Would it be possible for current stateside students to opt-in to the program in their Junior year?

Thank you in advance for addressing these concerns. We look forward to your answers and finishing our review.



MEMORANDUM

DATE: March 16, 2018

TO: CAPC

FROM: HAPC

SUBJECT: Sociology B.A. Program Expansion (Self-Support)

HAPC reviewed the materials provided by Sociology regarding the Expansion of the Sociology B.A. Program via Self-Support. After careful discussion, we have a number of questions and concerns that we would like CAPC to consider before making a final recommendation.

We would like to understand more fully the relationship between the online program and the current state-side Sociology program. In particular, we hope CAPC will request clarification about the anticipated impact of the new expansion on the current state-side program in the following areas:

Impact on Courses/Students

- 1) How will the online program affect the demand for and access to courses offered through stateside funding? How many courses will be offered through EL, for example? How will those course offerings affect the stateside course offerings?
- 2) What is the anticipated impact on the number of stateside majors?
- 3) What is the anticipated impact on the ability of stateside majors to graduate in a timely fashion?
- 4) How will the students in the expansion complete their lower-division and upper-division General Education courses?

Impact on Faculty

- 5) The proposal suggests that "the 16-month degree completion program will not adversely impact the distribution of faculty resources to the stateside program," yet it also says that current Sociology "faculty [will] teach in the program as either part of their regular teaching load or as overload." If current stateside faculty will be teaching in the self-support program as part of their "regular teaching load" funded by the state, then it seems the expansion will necessarily have the effect of diluting the tenure-track faculty density (as they will presumably be replaced by lecturer faculty to meet the stateside demand). We would like to learn more about how Sociology envisions maintaining the integrity of the faculty in the current Sociology program, given the plan to use state-side faculty to teach in the self-support program.
- 6) The proposal also calls for two additional faculty to be funded by Extended Learning. Will Extended Learning provide funding for those faculty members' professional development, mentoring, and so on, or will those be costs and time-commitments be incurred by CHABSS?

- 7) Though the proposal suggests that no space will be used by the new program, the two additional tenure-track faculty will require office space, meeting space, library resources, and so on. How will these space demands be addressed? Who will address them?
- 8) Will the new tenure-line faculty members be providing ALL advising and mentoring to the expansion students? Will these responsibilities be distributed equitably among the online program new tenure-line faculty and new tenure-line, tenured faculty who are in the state-side program?

Impact on Staff

- 9) Faculty members and students will need continuing support with new technology integration, often outside normal business hours. IITS does not address this issue. We recommend that CAPC request clarification about how the extra technology support (i.e., 24/7) for faculty and students will be funded.
- 10) What is the anticipated impact on the Sociology staff members (e.g., AC)? Will additional staff be funded by EL to accommodate the additional workload of new students and faculty members?

HAPC encourages the members of CAPC to request more information about these issues as they continue their review of the Sociology B.A. Program Expansion. Please feel welcome to contact one of the Co-Chairs (Michelle Ramos Pellicia & Heidi Breuer) if you have questions or would like to talk in person about some of our concerns.

cc: CHABSS Dean's office

IITS review




California State University SAN MARCOS

Instructional & Information Technology Services – Office of the Dean & Chief Information Officer

DATE: December 12, 2017

TO: Adam Shaprio, Ph.D
Professor of Sociology



FROM: Kevin Morningstar, Dean & Chief Information Officer

SUBJECT: IITS Comments Related to Program Proposal for
B.A. in Sociology - Program Expansion to Self-Support

IITS has carefully reviewed the program proposal and follow up documentation received relative to the expansion of the existing Bachelor of Arts in Sociology to a Self-Support cohort model. The following factors were considered relative to the established technology resources and support services provided by Instructional and Information Technology Services.

1. The proposal did not indicate any new courses will be developed as it was reported that “the Department currently offers nearly its entire curriculum online already as an adjunct to its stateside BA”.
2. Proposal did not indicate any additional demand for classroom/labs use, as the proposal notes that the program will be delivered exclusively online.
3. The proposal notes that each course is already taught by a mix of CSUSM tenure-track professors or lecturers.
4. The proposal noted that is will be taught in a cohort model with up to 35 students per cohort. Cohorts would start each semester and complete within 16-months.
5. No specific Information Technology needs were noted throughout the proposal.

FINDING

IITS fully supports the proposal for the *Expansion of the Bachelor of Arts in Sociology to a Self-Support cohort model*. No additional long term technical support, hardware resources, or significant operational impacts to IITS were identified including Instructional Design Services.

Given the information available, IITS projects that there are adequate existing staff and technology resources available to support the program as documented.



Date: December 5, 2017
To: Adam Shapiro
From: Dr. Jennifer Fabbi
Dean, Library
Subject: Library Review of Online Bachelor of Arts in Sociology

Thank you for the opportunity to provide a response to the proposal for a fully online Bachelor of Arts in Sociology. The following information reviews the current capacity and describes probable needs of the CSUSM Library to support this program. There is no anticipated need for additional information resources for this program, as no new courses will be created.

With this increase in students given the format of this program, is anticipated that the Education and Sociology Librarian, Dr. Toni Olivas, will spend significantly more time with students, specifically in the following courses: SOC 322, SOC 424, SOC 442, SOC 480, and SOC 494/495. In SOC 105, 307, 314, 315, and 316, Dr. Olivas will work to create digital surrogates for the information literacy competencies covered in these courses and will meet with students via Google Hangout or Skype as needed. As students will be fully online, this will also require new ways of working with students. Additional Library services specifically for distance education students can be found at <https://biblio.csusm.edu/distance-education>

In light of the anticipated impact of this online degree program and the fact that Library services have already been embedded in the program in its stateside configuration, the Library requests that \$500 per Educational Administration cohort be allocated by Extended Learning to offset Library faculty workload to accommodate this program. As is the case with other Extended Learning programs, these funds will be used to hire lecturer librarians who work with lower-division students and free up subject specialist librarians for increased work in the majors and graduate programs.

Basic information about the Library's collections and services follows in the table below. The Library looks forward to continued collaboration with those working on the proposed program and is happy to provide further information:

Library holdings	http://biblio.csusm.edu/external/about-the-library/collection-overview
Circulation	http://biblio.csusm.edu/external/policies/books-and-media-borrowing-policies
Inter-library loan services	http://biblio.csusm.edu/interlibrary-loan-borrowing-policies
Reference/Research help	https://biblio.csusm.edu/research-assistance
Information Literacy Program	http://biblio.csusm.edu/about/departments/337/info
E-thesis, project, and dissertation submission	http://biblio.csusm.edu/guides/subject-guide/193-CSUSM-ETD-Submission-Guide/

cc: Aaron Guy
Regina Eisenbach
Arlene Martin
Toni Olivas
Mike Schroder



Date: December 5, 2017
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Subject: Library Review of Online Bachelor of Arts in Sociology

Thank you for the opportunity to provide a response to the proposal for a fully online Bachelor of Arts in Sociology. The following information reviews the current capacity and describes probable needs of the CSUSM Library to support this program. There is no anticipated need for additional information resources for this program, as no new courses will be created.

With this increase in students given the format of this program, is anticipated that the Education and Sociology Librarian, Dr. Toni Olivas, will spend significantly more time with students, specifically in the following courses: SOC 322, SOC 424, SOC 442, SOC 480, and SOC 494/495. In SOC 105, 307, 314, 315, and 316, Dr. Olivas will work to create digital surrogates for the information literacy competencies covered in these courses and will meet with students via Google Hangout or Skype as needed. As students will be fully online, this will also require new ways of working with students. Additional Library services specifically for distance education students can be found at <https://biblio.csusm.edu/distance-education>

In light of the anticipated impact of this online degree program and the fact that Library services have already been embedded in the program in its stateside configuration, the Library requests that \$500 per **Sociology** cohort be allocated by Extended Learning to offset Library faculty workload to accommodate this program. As is the case with other Extended Learning programs, these funds will be used to hire lecturer librarians who work with lower-division students and free up subject specialist librarians for increased work in the majors and graduate programs.

Basic information about the Library's collections and services follows in the table below. The Library looks forward to continued collaboration with those working on the proposed program and is happy to provide further information.

Library holdings	http://biblio.csusm.edu/external/about-the-library/collection-overview
Circulation	http://biblio.csusm.edu/external/policies/books-and-media-borrowing-policies
Inter-library loan services	http://biblio.csusm.edu/interlibrary-loan-borrowing-policies
Reference/Research help	https://biblio.csusm.edu/research-assistance
Information Literacy Program	http://biblio.csusm.edu/about/departments/337/info
E-thesis, project, and dissertation submission	http://biblio.csusm.edu/guides/subject-guide/193-CSUSM-ETD-Submission-Guide/

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