2.

Recommendation:

The review team also encouraged the Sociology program to create a "professional development 1-unit seminar" and offer it as required course. It would also serve as a strategy to recruit students who hold 60-90 credit hours. The team further noted that the seminar could be the introduction for students planning to intern in their final year in the program.

Response:

Developing this type of required seminar has been in the plan for a while and we believe it is a good idea. The program's pilot effort to offer a career-building seminar were not successful. However, it would make more sense if integrated into the engaged pathways-track. The potential function of this seminar as a recruitment tool is uncertain, but not impossible. Students tend to declare sociology major within the suggested academic level (60-90 credit hours), which would be an ideal time to get them thinking about the next two years of their college education. The program will revisit the career seminar in the next year, as it finally returns to fully functioning program with six full time faculty members.


## C. Student Learning Outcomes and Assessment

1.

The review team was concerned about the amount and intensity of assessment the program had completed. While clearly meeting university expectations, they said that this model left little time for collective meaningful discussion and data driven decision-

the team, "this scaffolding takes the pressure off courses like research methods and capstone to accomplish all outcomes."

Response:
This is a good idea, as we already have ongoing efforts to identify and name skills that students learn in sociology courses. An intentional scaffolding of skills that build on one another as students progress in their degree will be an easy and effective way to ensure students acquire skills that we say they will through the program. We will begin a discussion of how to implement the scaffolding as part of reviewing the program curriculum.

## D. Academic Advising

The team concluded that our students receive extensive advising if they come in for advising, but were concerned that this was not sufficient.

Recommendation:
The team recommends "a more intrusive advising protocol" that would draw students into advisement even before they officially declare the major.

Response:
The department chair currently advises all sociology majors and minors. Typically, a student gets their first full advising session on a program of study as they declare a major. The department administrative specialist offers more general advising on how to become a major/minor, the requirements of the program and send the student then to the chair for more focused discussion.   However, as the team noted, advising is driven by students' perception of their own need. Although we attempt to ensure all students receive adequate advising, if a student does not independently seek advising, it is difficult to reach them. The new software, Starfish, that the university has recently bought will hopefully allow a closer tracking of students and enable the advisor to receive alerts about student performance. Our administrative specialist Belinda McElheny has been critical in creating a culture where students feel comfortable asking questions and getting them to think about the importance of continuous advising for finishing on time. We will continue to strengthen that culture.

## E. Faculty
The team noted the program's key strengths lie in the faculty who are committed to students and maintain active research agendas while teaching a heavy load.

**F. Support (Staff, Administration, Facilities, Equipment, and Library)**

The team's interactions with the department's administrative specialist and the social science librarian found sufficient support for the program.  No recommendations.

**G. Relationships with the External Communities**

The team found the CCEL system of placing students in community organizations effective and noted that the community partners seemed pleased with the sociology students in their programs. The community partners also reported their capacity to absorb more students on longer placements that would support their needs for larger project support and potentially grant writing assistance. No specific recommendations, but we will keep this point in mind as we begin the discussion about a possible community engaged pathway for majors.

**H. Summary of recommendation and program's responses:**

| Recommendations | Program response and plan |
|---|---|
| 1. Develop a "community engaged pathway" for students. | 1. A good idea to address skills development outside the thesis option. Will explore in curriculum revision. |
| 2. One-unit professional development seminar. | 2. Will explore making this a required course, perhaps for students in "engaged pathway." |
| 3. Focused assessment. | 3. Will revise assessment plan to focus on quality and meaning. |
| 4. Scaffolding learning outcomes. | 4. Will discuss integration of skill development into course sequence. |
| 5. More intrusive advisement. | 5. Developing a stronger culture of advisement. Starfish program may help identifying students who need advising. |
| 6. Recruit public sociologists as adjuncts to develop connections to community. | 6. Program can accomplish this in house and cultivate community connections. |