

STANDARD A - MISSION STATEMENT

Evaluate how effectively the mission statement articulates the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The expected outcomes of the program need to be clearly defined.	S	Outcomes need to be more specific and reference skills and applications. The outcomes as written speak to possessing knowledge and should require demonstration and application
b.	A process by which these accomplishments are determined and periodically assessed based upon the constituencies served by the program.	C	Unclear
c.	A clearly defined educational program, including a curriculum that enables graduates to achieve the mission.	S	Strength but needs to be more clearly articulated
d.	The program mission statement must be appropriate to and support the mission statements of both the college housing the program and the university.	C	Need the updated University Mission statement developed for NWCCU

Rating: S = Strength, C = Concern, W = Weakness, X = did not evaluate (please indicate why)

STANDARD B – CURRICULUM

Evaluate the effectiveness of the curriculum based on the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program should demonstrate that the curriculum for each degree and for any general education/service courses offered by the program is the result of thoughtful curriculum planning and review processes.	W if not implemented	Good plan for the future, a bit unclear as to what process and care have been in course and curriculum planning.
b.	The curriculum should be consistent with the program's mission.	S-	Unclear what curriculum is directly related to “Sociology Teaching”. Mission and goals include emphasis on knowledge and skills for “today’s competitive job market or to pursue professional degree.” The curriculum emphasizes professional degrees to a greater degree than job market. This is evident by requirement of research project that is more akin to a thesis than an applied project such as a program designed to meet a societal need based on a sociological perspective, or a policy analysis through a sociological lens.
c.	The program should be able to demonstrate that there is an appropriate allocation of resources for curriculum delivery that is consistent with the mission of the program, the number of graduates, and the number of major/minor and general education SCHs produced.	C	Filling of open faculty lines should address the current short fall, to some degree. The department chair currently teaches courses and is responsible for credit hour generation that is not sustainable e.g. two offerings of capstone, team teaching, and filling in for vacancies.
d.	Courses to support the major/minor/general education/service programs are offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner.	S	Clear schedule, need to make sure that the course schedule is regularly and effectively communicated to students for their planning. While there is a plan, the department may want to consider decrease the course offerings and address the diversity of course topics by offering more seminar courses or “special topics” courses that are flexible.

Rating: *S = Strength, C = Concern, W = Weakness, X = did not evaluate (please indicate why)*

STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT

Evaluate the extent to which the program has clearly defined outcomes.

	Element	Rating	Comments and/or Recommendations for Change
a.	Learning outcomes should describe the expected knowledge, skills, and behaviors that students will have achieved at the time of graduation (overarching program goals).	S-	Learning goals are lofty and need to be more specific. While the learning outcomes are demonstrated in courses, the outcomes should cross over multiple courses and incremental depth. Curriculum seems to support the goal of “pursuing professional degree” to a greater degree than preparation for “competitive job market.” This is evidenced by the Capstone writing assignment of developing a personal statement for a graduate application. It doesn’t appear that students are developing resumes or doing mock interviews as a means to demonstrate learning and prepare for employment.
b.	Learning outcomes must support the goals of the program and the constituencies served.	S-	Learning outcome appear to support goals but could benefit from greater specificity. One of the constituents is students pursuing a Teaching Sociology degree. It is unclear how/if the needs of this group are being met.
c.	Learning outcomes should be directly linked to the program's curriculum. An explicit curriculum grid illustrating this alignment, as well as the depth to which each course addresses each outcome, is publicly available.	S-	Alignment as indicated by degree of focus...need to indicate level and complexity of learning e.g. Bloom’s taxonomy

Rating: *S = Strength, C = Concern, W = Weakness, X = did not evaluate (please indicate why)*

Evaluate the effectiveness of the assessment process based on the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program has a developed set of measures for assessment that are clearly defined and appropriately applied.	C	Measures are all at the course level, not the program level. Need a mechanism for both.
b.	Each learning outcome is assessed with <i>at least one direct measure</i> of learning; thresholds for acceptable performance are defined (for each measure) and published.	S	Measures are direct because the students are demonstrating their knowledge, however, there are no comparison data and/or peer reviews of competencies
c.	Demonstrate that evidence of learning is being gathered on a regular basis across the program, that the evidence is aggregated, and reported at the aggregate.	W	How are outcome data across the major shared with and discussed by the department?
d.	Demonstrate that these measures are being used in a systematic manner on a regular basis and are reviewed against department-established thresholds, i.e., are the program faculty meeting regularly to discuss the evidence?	W	No evidence. While there were comments regarding course changes based on the outcomes data, these data are not considered at the program level and appropriate changes made.
e.	Demonstrate that the assessment of the program mission and student outcomes is being used to improve and further develop the program. Is the evidence acted upon? Is it clear what drives program change?	W	No evidence. By sharing the outcome data across courses and having departmental conversations, opportunities for program enhancements will likely emerge.

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STANDARD D - ACADEMIC ADVISING

Evaluate the following related to the advising process.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program has a clearly defined strategy for advising their major/minor, or BIS students that is continually assessed for its effectiveness.	S-C	Current, the department chair appears to do all the advising regarding course selection in collaboration with the Gen Ed advisor in the College even though the procedure is to assign faculty advisors. This seems efficient given the knowledge need to accurately advise course selection. However, this model does not facilitate connecting students with all the faculty regarding advising that is characterized by mentoring, academic coaching, and course selection. Recommend developing mechanisms for all faculty members to “advise” in some way.
b.	Students receive appropriate assistance in planning their individual programs of study.	S	Seniors report satisfaction but what about students earlier in their career when they need it the most. What intentional structures connect Teaching Sociology students with education and teacher certification? What support is available for first year students and transfer students? Mission states that faculty student interaction is important. How does that value show itself in advising? How is advising defined e.g. mentorship, course selections?
c.	Students receive needed assistance in making career decisions and in seeking placement, whether in employment or graduate school.	S-C	Little evidence. Students spoke of graduate placements to a greater degree than job placement. Interactions with faculty members is high that could foster conversations regarding career decisions but it is unclear.

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STANDARD E – FACULTY

Evaluate the extent to which the faculty demonstrates the following characteristics.

	Element	Rating	Comments and/or Recommendations for Change
a.	Faculty size, composition, qualifications, and professional development activities must result from a planning process which is consistent with the program's mission.	S	Faculty members are very engaged in the work of the department, are active professionally and appear to be contributing members of the campus community.
b.	The program maintains a core of full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.	S	Once the faculty lines are filled, the number of faculty will align with the number of majors and general education requirements. More time “on load” needs to be carved out for the department chair activities.
c.	Contract/adjunct faculty who provide instruction to students (day/evening, off/on campus) are academically and professionally qualified.	S	Adjunct faculty are qualified and prepared to effectively teach the courses.
d.	The program should demonstrate efforts to achieve demographic diversity in its faculty.	S	The Sociology Department is diverse in perspective, experience and world view.

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	Element	Rating	Comments and/or Recommendations for Change
e.	The program should have appropriate procedures for the orientation of new contract/adjunct faculty.	S	Seems to be working.
f.	Processes are in place to determine appropriate teaching assignments and service workloads, to guide and mentor contract/adjunct faculty, and to provide adequate support for activities which implement the program's mission.	S	Seems to be working.
g.	Teaching is systematically monitored to assess its effectiveness, and revised periodically to reflect new objectives and to incorporate improvements based on appropriate assessment methods. For both contract and adjunct faculty, there is evidence of: <ul style="list-style-type: none"> • Effective creation and delivery of instruction. • Ongoing evaluation and improvement of instruction. • Innovation in instructional processes. 	S	Since all the faculty members except one are tenured, there is a time delay between peer observations of teaching. Scheduling more frequent peer reviews of teaching can not only enhance teaching but also inform department discussions on assessment of learning outcomes and program enhancements.
h.	A formal, periodic review process exists for all faculty, and the results of the reviews are available.	S	See comment above.

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STANDARD F - PROGRAM SUPPORT

Evaluate the nature and adequacy of the program support based on the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The number and capabilities of the support staff are adequate to meet the mission and objectives of the program.	S	Administrative staff are competent but stresses in time and skills are intensified as “centralized” tasks are moved to the department level e.g. budget reporting. The paper documentation of student records and teaching evaluations are effective but may not be the most efficient use of time if the department and credit hour production increased. Encourage investigation of electronic tools to manage files and data.
b.	Administrative support is present in assisting in the selection and development of support staff.		Not sure what this is referring to.
c.	The facilities, equipment, and library support needs are adequate to meet the mission and goals of the program.	S	The library and equipment needs are accessible and effective in supporting the department mission. Reference was made to needing building and facility improvements, however, these needs seem to be more structural and esthetic rather than functional. The offices are centrally located near the classrooms and co-located with other programs in the college. Enhancements could be made in making the hallways more engaging by displaying student research posters, faculty articles, and student projects.

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STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES

Evaluate the relationships according to the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	If there are formal relationships between the program and external communities of interest they should be clearly defined.	S	Excellent relationship with community partners, but the number of partners is limited. Additional partnerships should be developed to increase the “applied” opportunities for students and as a mechanism to integrate faculty research interests with community partnerships.
b.	Such relationships should have a clearly defined role and evidence of their contribution to the program (curriculum, equipment, faculty, budget, etc.) should be demonstrated.	S	Community partnerships are clearly embedded in the Capstone course. In what ways are partnerships incorporated into the lower division and/or general education courses?
c.	If the program has an external advisory committee, it should meet regularly and minutes of the meetings be made available.	X	No advisor committee.

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STANDARD H - PROGRAM SUMMARY

Evaluate the effectiveness of the program to implement recommendations and make changes based on previous reviews.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program must show how it has implemented any recommendations from the previous review and what effect these changes had on the program. If any recommendations were not implemented the program should explain why they were not put into place.	C	Recommendations from the past review were implemented to some degree. For the most part, changes were made the semester after the review and just before this one. The self-study outlines a schedule by which it will continue to address the recommendations. It will be important for the department to be disciplined in following the timeline.

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