Behavioral Sciences Department

Sociology

Fitchburg State University

Self-Study Report

March 6, 2020

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Executive Summary of Comprehensive Plan for Improvement

1. Summary of the self-study findings

The sociology program is focused on engaging with institutional priorities – such as assessment – as well as continuing with its core mission to provide high-quality sociology instruction to the campus community. We have done this by leveraging our existing strengths – such as our flexibility, the broad range of courses we offer, and the synergy of being located within a larger department – as well as by making key changes, such as those identified in our previous program review process. One such change over the past review cycle was to enhance the sophistication of our students' methodological instruction by splitting our methods course into separate qualitative and quantitative courses. This change – as well as others we have undertaken – not only meet the needs of our students, but also align with the recommendations of our external reviewer and the standards of our professional association.

We do, unfortunately, also face some weaknesses going forward. Our major challenges are inextricably linked: student enrollment and faculty numbers. In order to meet professional standards – as well as our previous external reviewer's recommendations – we need to be able to offer a capstone course and concentrations within the sociology major. However, our challenges for meeting this goal include our small faculty size, and the number of majors and minors enrolled in our program. Meeting these goals will be difficult given the looming downturn in the population of soon-to-be college-age students. However, we are confident that the steps we have identified in this review will bear fruit and we will be able to increase enrollment, as well as engaging with other programs/departments to justify an additional faculty line in Sociology.

As we look forward, we have presented in this program review a plan for addressing all significant weaknesses identified during the program review process, as well as building on our core strengths. We are optimistic about the future of the sociology program and look forward to working with all elements of the university community to help achieve our goals.

Overview and Vision

1. Brief overview of the department (1-2 pages)

The Sociology Program at Fitchburg State University was established in 1973 as part of the Psychology Department. This is because Psychology was one of the first liberal arts majors offered to support the then teacher-training college that later became the Fitchburg State University. The Sociology Program was first listed in the college catalog to award an undergraduate degree in sociology in 1974-75. During this period the program had only three faculty members who taught very few sociology courses such as Introduction to Sociology, Community Studies, Sociology of Language, and Sociology of Religion. In 1981, a fourth faculty member was added to teach Cultural Anthropology. The number of courses taught in sociology today have grown increasingly in response to societal trends, social issues and globalization.

Presently, Sociology, Criminal Justice, and Human Services are the three undergraduate majors that make up the Behavioral Sciences Department at Fitchburg State University. The institutional arrangement whereby the three closely aligned majors are grouped under a single department is of immense benefit to the respective programs. Since the programs share many common goals, they mutually reinforce each other's curriculum. Students therefore enrich their understanding of human behavior by learning different perspectives on human behavior. For instance, the Sociology Program offers many courses to Criminal Justice majors and others. Indeed, the Sociology Program faculty served as a critical resource in the establishment of the Criminal Justice major at Fitchburg State University.

The Sociology Program serves non-majors in various ways as sociology courses provide unique insight into how most aspects of social life are influenced by structural forces. Generally, sociology classes such as Peoples and Cultures of Africa, Gender and Society, Sociology of Developing Societies, and Race and Ethnic Relations highlight the rich mosaic of cultures in human society, providing our students with a multicultural perspective in our globalized world.

Other courses in the Sociology Program such as Sociology of Families, Sociology of Religion, Law and Society, and Consumer Society help both majors and non-majors to deepen their understanding of some institutionalized aspect of their society while courses in Social Stratification, Poverty, etc. enhance students' understanding of the causes and effects of inequality on people's lives. Many sociology courses therefore serve as elective and/or required courses for other majors such as Criminal Justice, Nursing, Human Services, and Political Science. Additionally, some sociology courses fulfill the requirements for the liberal arts and sciences. On the whole, sociology courses are designed to provide students with broad knowledge of the social world and the tools and strategies to analyze social issues. Thus, sociology helps students understand their social world and develop ways to negotiate their lives effectively in a globalized world. The increasing social complexities and changes in our global village make the study of sociology invaluable.

2. Program's vision, mission and objectives

In May 2018, the Sociology faculty developed the following vision and mission statements:

Vision Statement:

We are committed to using innovative teaching and research to produce students who are actively engaged in social justice.

Mission Statement:

The mission of the Sociology Program at Fitchburg State University is to prepare students for civic engagement in our globalized society. We provide students with the tools for understanding the dynamics of social interactions, the effects of inequality and other social problems, and how social structures shape behavior in society.

In 2017 the American Sociological Association published a document entitled, "The Sociology Major in the Changing Landscape of Higher Education." Among other things, this report identified what is fundamental to the discipline of sociology, and listed several core concepts and competencies that every sociology program should address. Using these goals as guidelines, in May 2018 the sociology faculty developed five key learning objectives for the program:

- Students will be able to understand key sociological concepts
- Students will be able to communicate sociological concepts effectively through the use of writing and/or oral skills
- Students will be able to think critically about social issues and social theories
- Students will be able to apply sociology to social life
- Students will develop appropriate skills for conducting sociological research

All of these statements and objectives are in line with the Behavioral Science Department mission statement, the mission of the School of Arts and Sciences [both found in Appendix A] and the mission and vision statements of Fitchburg State University [found in section "Overview and Vision; 3" below].

3. Relationship to the university mission, vision, and strategic plan (if applicable)

The University's mission statement is:

Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

The university's vision statement is:

Fitchburg State University will be nationally recognized for its excellence in teaching and learning in current and emergent fields, for its commitment to transforming lives through education, and for its dedication to public service. In order to achieve this, we will:

- Prepare students for a global society through curricular innovation and program development
- Achieve academic excellence by investing in our faculty and librarians in their pursuit of knowledge, professional competency, and scholarship
- Employ innovative uses of technology in the library and across our campus to maximize student learning
- Create a culture of diversity to meet the needs of the region and enhance the personal and academic lives of the university community
- Build partnerships within our community to provide real-world opportunities for our students and collaborative solutions to community issues.

Both of these statements are strongly connected with the mission and vision of the Sociology program, especially in the following areas:

- the shared focus on the importance of civic engagement
- the focus on applying knowledge to the betterment of both the local and global communities, as well as to one's own personal life
- acknowledging the existence of social problems, and focusing on the role of students as the ones who will help address those problems now and in the future
- the emphasis on the importance of understanding elements of culture
- the value placed on skills that support scholarship and the generation of knowledge
- a shared priority of promoting diversity

4. Overview of program (Including undergraduate program, graduate program, concentrations, and minors coursework)
    a. Specify the degree requirements for the program, using the format of the catalog description

"Both the B.A. and B.S. degrees in Sociology require 36 semester hours of course work in Sociology. This total includes 12 semester hours of core courses and 24 semester hours of electives. Majors are encouraged to take advantage of relevant courses from the other three majors in the Behavioral Sciences Department. B.A. students are required to have foreign language proficiency at the intermediate level."

Required courses for the major include:

SOC 1100 - Introduction to Sociology
SOC 3001 - Social Research Methods: Qualitative
SOC 3002 - Social Research Methods: Quantitative
SOC 3160 - Social Theory

To fulfill their LA&S Speaking / Listening requirement, students must also take one of the following:

SPCH 1000 - Introduction to Speech Communication
SPCH 1600 - Public Speaking

Students must also fulfill their LA&S State and Federal Constitution Proficiency requirement by taking one of the following courses:

POLS 1000 - United States Government
POLS 1500 - State and Urban Government
POLS 2270 - Introduction to the Legal Process
HIST 1400 - United States History I
HIST 1500 - United States History II

b. Determine if there are discipline specific best practices and whether the department is following them

In the 2017 report "The Sociology Major in the Changing Landscape of Higher Education," the American Sociological Association lists twelve "recommended practices for sustaining high quality and comprehensive sociology programs for undergraduates." These recommendations are listed below, along with commentary on the extent to which the sociology program is following them.

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Recommendation 1: Develop distinct mission statements, specific program goals, and measurable learning outcomes that are made public, especially to students.

In 2018, with the help of the director of the Office of Institutional Research and Planning, the sociology program rewrote its mission and vision statements, and also crafted new program learning objectives. While these changes are discussed in our program's annual report, which is a publicly available document, the visibility of these changes can be further highlighted. Once the revisions of our assessment processes are completed, we will promote them via a variety of means including via e-mail to Sociology majors and minors.

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Recommendation 2: Within the sociology major, include required and elective courses that incorporate essential sociological concepts and competencies, as exemplified in the Sociological Literacy Framework.

The Essential Concepts of sociology are: The Sociological Eye; Social Structure; Socialization; Stratification; and Social Reproduction and Social Change. All of these concepts are addressed at multiple levels in our curriculum, but especially in our required intro, methods, and theory courses.

The Sociological Literacy Framework recommends that students be able to: Identify and apply sociological theories to understand social phenomena; Critically evaluate explanations of human

behavior and social phenomena; Apply scientific principles to understand the social world; Evaluate the quality of social scientific data; Rigorously analyze social scientific data; and Use sociological knowledge to inform policy debates and promote public understanding.

Several of these concepts are already directly reflected in our program learning objectives, while others are addressed in our required courses and/or the many elective courses that we offer. Our elective courses span a wide range of topics – including examples such as gender, stratification, peoples and cultures of Africa, criminology, and medicine, as well as several others – and provide students with many opportunities to exercise the important skills described above.

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Recommendation 3: Include required courses in introductory-level sociology, sociological theory, research methods, statistical analysis, substantive topic areas, and a capstone experience within the sociology major.

Our current required courses include a comprehensive introduction to sociological concepts, as well as both qualitative and quantitative methodology, statistical analysis, and sociological theory. We had aimed to implement a capstone course during the previous review cycle, but were unable to do so due to a shortage of staff. (See sections "Overview and Vision; 6" and "Assessment; 2a" for further discussion of this issue.)

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Recommendation 4: Integrate progressive learning structures via course prerequisites that systematically guide students to engage with increasingly advanced content and activities.

Our Introduction to Sociology course is the required "gateway" pre-requisite to all subsequent sociology courses. Beyond that, students must take applied statistics before they can take our quantitative methods course, and our quantitative methodology course must be completed prior to taking Social Theory. This progression has proved effective for our students in meeting this Recommendation.

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Recommendation 5: Provide multiple opportunities within the curriculum for students to engage in empirical inquiry that includes research design, data collection, and qualitative and quantitative analysis.

The primary location where this Recommendation is addressed is in our methodology course sequence, which was recently altered to require not just a single unified methods course, but both a qualitative and a quantitative methods course.

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Recommendation 6: Underscore, at all levels of the curriculum, inequality and difference in local, national, and global contexts.

This recommendation is addressed throughout our curriculum, in contexts such as poverty, race/ethnicity, gender/sexualities, families, education, law, and across national borders.

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Recommendation 7: Provide curricular and co-curricular structures to help students gain knowledge and apply skills that support them in their post-baccalaureate careers.

The sociology program provides skills that are widely applicable in a variety of fields, such as conducting research and doing data analysis. However, as demonstrated in national-level research conducted by the American Sociological Association, a sociology education also helps students acquire skills in areas that other programs might not, such as understanding differences across race, class and gender; providing historically- and theoretically-informed explanations of social issues; and viewing social problems from a critical perspective. In the research, these skills were identified by Sociology program graduates as valuable in the workplace, and this is one reason why these topics are explicitly addressed in learning objectives and assignments in many of our required and elective courses.

While the study referenced above is based on data gathered at the national level, the sociology department would welcome the opportunity to connect directly with our own graduates and survey them about the skills they gained in our classes that have been useful to them in the workplace. However, as noted in section “Assessment; 3a” one of the challenges we face is getting access to our graduates through official university channels. For the moment, therefore, we must rely on national level data until such time as we can gather data locally.

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Recommendation 8: Structure the curriculum to recognize explicitly the points of intellectual convergence and divergence between sociology and other fields of inquiry.

Meeting this recommendation begins in Intro to Sociology, where other perspectives and approaches to the social world (e.g., psychology, biology) are discussed and differentiated from one another. This work continues throughout our curriculum in classes such as Criminology, Sociology of Gender, Law and Society, and Social Theory, where the theoretical materials that students read and analyze are explicitly compared and contrasted with works from other academic fields.

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Recommendation 9: Incorporate multiple pedagogies across the curriculum, including those that support active learning within and beyond the classroom

A wide variety of methods are used to teach sociology including lectures, small group work, class activities, guest speakers, attendance at campus activities, etc. And students are evaluated using a variety of different methods including quizzes and exams, papers, group projects, in-class presentations, etc. The use of this variety of pedagogies allows students to take in information, and present what they've learned, in many different ways that support their academic growth both during and after the time they spend in our classrooms. Furthermore, in addition to the work being done in the classroom, our program also has a well-developed process by which students may obtain an external internship and apply the skills they've learned in their classes. (See section "Assessment; 3b" for the evidence of the success of our students who do internships.)

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Recommendation 10: Develop and maintain advising and mentoring processes that support students' decision making in achieving their educational goals, engage students in career planning, and offer guidance on further study in sociology and related fields.

The sociology program benefits from having a relatively low ratio of majors to full-time faculty. This means that – in addition to the face-to-face advisor meeting every student gets every semester – sociology majors tend to have much greater access to faculty who can guide them in their academic careers, and offer advice for the future.

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Recommendation 11: Support faculty engagement in disciplinary research, the scholarship of teaching and learning, pedagogical innovation, and relevant service.

Sociology faculty have available to them all of the resources of the Center for Teaching and Learning (CTL) where they can receive support in various areas related to pedagogical innovation, as well as the scholarship of teaching and learning. Access to these resources tends to be limited, however, since programming does not always take place when faculty are on-campus and available.

Additionally, all faculty are encouraged to conduct research and perform service, but these tasks are especially important for untenured faculty who are creating a tenure portfolio. Unfortunately, beyond the creation of such a portfolio, the support and rewards for performing these tasks (in the form of payment, or course releases) are rather limited, meaning that any faculty wishing to work in these areas tend to do so largely with insufficient compensation.

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Recommendation 12: Systematically assess program goals and student learning outcomes, choosing assessment tools that respond to institutional context and specific programmatic needs.

As discussed in "Overview and Vision; 5b" and "Assessment; 3b", the sociology faculty recently began the process of re-working many of the materials related to program assessment. For example, in 2018 we created new mission and vision statements, and wrote new program

learning objectives (PLOs), and in 2019 we restarted the assessment of our program using these PLOs. We are continuing on with this process and are in the process of updating the rubrics we use to evaluate our courses. This information will be presented in subsequent annual reports, as well as our next program review in 2027.

c. Explain the balance between breadth and depth designed in the program

The sociology program is designed to provide students depth within two key areas: methodology and social theory. These are two areas that receive focus across the curriculum and have either one (theory) or two (methods) courses dedicated solely to these topics, as well as several other courses that address these topics in a significant way despite not being the main focus of the course. Designing for depth in this area allows students to become steeped in the specifics of sociological thought, and the sociological approach to the world, while also gaining skills that can be applied more widely.

The remainder of the program is designed with breadth in mind, allowing students a great deal of flexibility when fulfilling their remaining 24 credit hours of sociology classes. Students can follow their own interests when selecting courses, and explore a wide variety of what the discipline has to offer. Furthermore, requiring just 36 credits for the major allows our students to experience a wide variety of courses taught in other departments. This allows for further breadth since it encourages students to double-major, or to have one or more minors. As an additional bonus, having students in our courses with this kind of wider experience tends to broaden the range of topics covered in the classroom, and give context to the material addressed there.

5. Internal demand of the program or department
    a. Service courses (as applicable)

The primary service course our program offers is Intro to Sociology. Since 2013 we have offered an average of over 17 sections of this course per year, with a high of 19 sections in 2014. Between 2013 and 2018 there were 3,531 students enrolled in the course. This course is so popular, and so fundamental to students from a wide variety of majors, that data from the Office of Institutional Research and Planning indicates that approximately 43% of all recent graduates took Intro to Sociology during their college career.

Other SOC-designated courses that can be considered service courses include Criminology (required for Criminal Justice majors), Sociology of Education (required for Educational Studies majors), as well as several courses that are electives for the following minors:

- African-American Studies (People and Cultures of Africa)
- Criminal Justice (Criminology; Juvenile Delinquency; Law and Society)
- Disability Studies (Sociology of Disability; Sociology of Aging; Social Problems; Medical Sociology; and Law and Society)
- Geographic Information Systems (Criminology)
- Peace Studies (Race and Ethnic Relations; Sociology of Developing Societies; Social Stratification)
- Women, Gender and Sexuality Studies (Sociology of Families; Sociology of Sexualities; Gender & Society; Women in American Society)

b. Assessments of student learning for the service courses as they relate to the Liberal Arts and Sciences (LA&S) Student Learning Outcomes (SLOs) and the University Essential Learning Outcomes (ELOs) (upon their adoption).

During the recent revamping of our assessment process (see "Overview and Vision; 5b" and "Assessment; 3b" for details) we consulted with the director of assessment about how best to assess student learning in our various courses. During this process, we were informed that best practices in assessment indicate that program-level assessment should be carried out only in courses that: A) are required for the major; and, B) contain mostly students who are majors. Intro to Sociology meets criteria A, but fails to meet criteria B, since the vast majority of enrolled students are non-majors. Therefore, we were instructed not to carry out assessment on Intro to Sociology. All other service courses (discussed in section "Overview and Vision; 5a") fail to meet criteria A, and therefore have also not been targeted for assessment.

c. Enrollments in service courses

Please see Appendix B for a semester-by semester breakdown of enrollments in all SOC-designated courses, from AY 2013 to AY 2019.

6. Recommendations and actions from previous Program Review

The last Program Review took place in Spring 2016. The recommendations and remarks of the reviewer have been summarized below, along with the changes the program made in response:

Specific area where improvement is needed	**Evidence to support the recommended change**	**Person(s) responsible for implementing the change**	**Timeline for implementation**	**Resources needed**	**Assessment Plan**	**Progress Made**
I. Develop concentrations of study to promote a cohesive and innovative curriculum.	Recommended by external evaluator; Concentrations improve student options for careers in fields related to Sociology	Sociology program faculty	Tabled until next hiring process + improvements in recruitment	Concentration enrollment numbers	Track numbers enrolled in concentrations	AUC proposal for concentrations requires "Evidence of Student Demand," a "Market Analysis" including the "Need for graduates in the local / regional / state labor market," and a detailed assessment plan. Given limited faculty time to work on these

						factors, and a limited number of students who could potentially take advantage of the concentrations, the decision was made to delay implementation of concentrations until faculty size and number of sociology majors allows for it. However, this decision may be revisited if conditions shift, as described in section "Program Processes for Undergraduate and Graduate; Curriculum;

						Concentrations and minors.”
II. Develop the capstone course for our curriculum	Recommended by external evaluator; Capstone courses provide a summative academic experience	Sociology program faculty	Tabled until next hiring process + improvements in recruitment	N/A	N/A	The sociology program mapped current course offerings and have identified one bottleneck to offering a capstone course is the lack of staff availability to teach additional courses, including a capstone. The primary issue is the current situation where all full-time faculty typically teach two sections of Intro to Sociology, as well as maintaining an active roster of electives that

						service our majors and the campus community. Given current staffing, therefore, faculty concluded that a capstone course cannot be offered. This conclusion was additionally supported by advice from administration that a capstone course would not run without ten enrolled students, which cannot be guaranteed every year with current levels of enrollment. There is still strong interest in offering a capstone course, and the

						effort may be revived if demand for Intro falls far enough that faculty are freed up to teach other courses, and/or if we can build teaching the capstone course into the job description of the next departmental hire (if recruitment efforts are successful).
III. Create a plan for ensuring that our majors obtain data analysis skills	Recommended by external evaluator; Increasingly, careers in sociology require strong quantitative skills	Sociology program faculty	Complete	N/A	N/A	Successful AUC proposal to split existing methodology course into separate qualitative and quantitative classes; new quantitative methodology course was

						offered during SPR 19
IV. Assess current recruitment initiatives and matriculation and develop a recruitment plan.	Recommended by external evaluator; Current enrollment is insufficient, requiring a plan to improve it	Sociology program faculty; Admissions office	May 2020	Support from Admissions	Tracking enrollment in the major	Faculty met with staff from Admissions on 11-21-17 and were promised that several initiatives would be explored or implemented; no further contact has occurred since that meeting. Additional meetings are planned for Fall 2020.
V. Evaluate experiential learning opportunities, including internships and processes for informing, setting up, monitoring, and evaluating	Recommended by external evaluator; Internships are high-impact practices that improve student outcomes including graduation	Sociology program faculty; Internship coordinator	Ongoing	N/A	N/A	Continued working with internship coordinator to provide opportunities to our students. Student and site supervisor evaluations continue to

participation in the internship program.	rates and employability					show high performance of sociology students who pursue internships.
VI. Restructure the Sociology Club to ensure that it functions to enrich the experiences of FSU students, while also serving as a recruitment tool into the major.	Recommended by external evaluator; A Sociology Club would improve recruitment and enrich student experiences	Sociology program faculty; interested students	Completed	N/A	N/A	Faculty discussed the SOC Club on 3/20/18 and discussed student interest in re-energizing it. Given the low level of majors, and the lack of student interest among current majors, the reconstituting of the SOC Club is not a priority. Faculty noted that they can support students who are interested in starting / continuing a club, but

						cannot mandate its existence. This decision may be revised if enrollment and/or student interest increases. Discussions are ongoing about cultivating events for sociology majors / minors designed to increase engagement and identification with the program (e.g., a yearly gathering).
VII. Inventory, review, revise and create necessary materials / documents for retention and graduation. This review process	Recommended by external evaluator; Having clear policies, and important documents available will	Sociology program faculty; Office of Institutional Research	September 2017	Support from Institutional Research and Admissions	N/A	Faculty met with staff from Admissions on 11-21-17 and discussed retention. Staff discussed a graduation

should also include policies and procedures.	increase retention and graduation rates					survey that is being developed, and solicited some information from faculty regarding recruitment; Implemented yearly review of majors' progress towards graduation

7. Departmental/program initiatives and significant changes during the period since the last review. With specific focus on:
    a. Interdisciplinary programs
    b. Delivery mechanisms
    c. Service learning and community outreach

Sociology continues to be actively involved in interdisciplinary programs at Fitchburg State University via course offerings in minors and concentration areas. For example, many of the courses taught by our faculty members are key components of minors such as Women, Gender and Sexuality Studies, and African-American Studies. Since the last review, we have further strengthened our connection with other programs through SOC 2400 (Urban Sociology) and SOC 2720 (Medical Sociology) being listed as required cognates for the Environmental Public Health major, as well as SOC 2750 (Criminology) being included as an elective in the new Geographical Information Systems (GIS) Crime Mapping and Analysis minor.

In an effort to reach out to the community, both Dr. Arend and Dr. Miner have joined the Crocker Center's Community Research and Consulting Group. This group's goal is to collaborate with community partners to solve issues relevant to the local community, which meshes well with the Crocker Center's vision to "create a vibrant University-Fitchburg community wherein students, residents, and entrepreneurs live, work, seek an education, engage in recreation and leisure, and invest back into their community." Becoming part of the Center's outreach is the first step towards connecting with local businesses or organizations that need assistance with issues relevant to faculty members' expertise. Additionally, our association with the Crocker Center could lead to future civic learning projects similar to those that faculty members have already undertaken with the assistance of the Center.

Finally, as described in "Program Processes for Undergraduate and Graduate; 2a" and "Assessment; 3b" the sociology program has continued to place students in various roles within the local community via internships. Sites where sociology students have interned include (but are not limited to):

City and state agencies (Department of Children and Families; the Fitchburg Mayor's Office)

Organizations focusing on healthcare (Lowell Community Health Center; the Joint Coalition on Health)

Organizations focusing on law (Massachusetts Law Reform Institute; UMASS Amherst Student Legal Services Office)

Organizations focusing on disability (Arc of Opportunity; Cardinal Cushing Centers)

Organizations focusing on mental and behavioral health (Devereux; YOU, Inc.)

Assessment

1. Program Inputs
    a. Program reputation
        - Distinguishing characteristics
        - Describe the congruence between course and program goals and national standards and expectations in the discipline or profession, as appropriate.
        - Describe the congruence between course and program and future direction/needs of the profession/discipline

Our program is distinct in that it is embedded within a larger department, rather than being a full department on its own. And while that creates drawbacks in some ways, it also facilitates close interactions between the three programs within the Behavioral Sciences department. For example, policies within the department make it easy for students to minor in other departmental disciplines, thus creating synergistic benefits for all three Behavioral Sciences majors.

One thing that makes Sociology stand out is our level of flexibility. As a major with a relatively low number of required credits, sociology is especially attractive to transfer students, both internal and external, who may have already completed a significant amount of coursework in other disciplines. However, this can be a double-edged sword, as it can lead to the perception of sociology as a "fallback" or secondary major. To avoid this tendency the faculty strive to ensure that our program meets rigorous national standards. As described in section "Overview and Vision; 4b" above, our program is actively utilizing the twelve recommendations identified by the American Sociological Association in its document, "The Sociology Major in the Changing Landscape of Higher Education." These recommendations are both present- and future-oriented, and our efforts to meet them ensure that we are staying in line with disciplinary best practices.

    b. Students by program
        - New student enrollment trends
        - Minimum qualification students must have in the program
        - Enrolled student profile
        - Number of majors and minors

Departmental Trend Data - Sociology Program

Day-School

	AY 13	AY 14	AY 15	AY 16	AY 17	AY 18	AY 19
Total Enrollment in Sociology classes	**870**	**1,084**	**1,020**	**963**	**932**	**933**	**898**
Total Enrollment in All Classes	32,683	33,952	34,081	34,062	34,169	34,257	33,695
Percentage of total enrollment: Sociology classes	**2.58%**	**3.13%**	**2.91%**	**2.77%**	**2.64%**	**2.63%**	**2.67%**
Graduates in the Major	**11**	**9**	**9**	**8**	**9**	**7**	**10**
Percentage of overall graduates	**1.43%**	**1.14%**	**1.27%**	**1.07%**	**1.15%**	**0.93%**	**1.37%**
Sociology, B.A.	0	3	0	0	1	0	3
Sociology, B.S.	11	6	9	8	8	7	7
Graduates in the Minor							
Sociology	0	10	8	9	18	13	8
Number of Majors[2]	**39**	**40**	**42**	**40**	**31**	**32**	**36**
Overall declared majors[3]	3,748	3,824	3,806	3,840	3,862	3,837	3,805
Percentage of overall declared majors	**1.04%**	**1.05%**	**1.10%**	**1.04%**	**0.80%**	**0.83%**	**0.95%**
Sociology, B.A.	5	5	3	4	4	3	4
Sociology, B.S.	34	35	39	36	27	29	32
Number of incoming freshmen majors	7	5	2	3	1	3	4
Percentage of incoming freshmen class[4]	1.01%	0.65%	0.29%	0.41%	0.14%	0.40%	0.56%
Number of incoming transfer majors	4	4	3	3	1	4	2
Percentage of incoming transfer class[4]	1.01%	0.92%	0.72%	0.76%	0.23%	0.91%	0.48%
Number of Minors							

Sociology	37	39	38	38	50	36	34
Retention Rates [5]							
Retention Rate in Major - Sociology	16.67%	28.57%	80.00%	0.00%	33.33%	0.00%	66.67%
Retention Rate Changed Major - Sociology	16.67%	14.29%	20.00%	0.00%	0.00%	100.00%	0.00%
Retention Rate in Major Institutional	57.91%	62.52%	62.15%	58.75%	62.36%	65.17%	61.38%
Retention Rate Changed Major Institutional	16.11%	15.56%	15.19%	16.11%	12.55%	12.80%	11.98%

[1]*Academic Year* covers the fall and spring semesters ending with the spring term of the academic year date (ex. Fall, 2018 and Spring, 2019 = AY19
[2] *Number of Majors* for this department includes both major 1 and major 2.

[3] Number *Overall Declared Majors* is the number of matriculated undergraduate day-school students, excluding Pre-majors.

[4] *Incoming freshmen/Incoming transfers as percentage of incoming class*
Includes major 1 and 2, excludes Pre-majors

[5]Academic year indicated for *Retention Rates* is the year for which students were retained. *Retention Rates* is calculation for full-time freshmen entering in fall and retained for the following fall semester.

Students by Gender and Race/Ethnicity

Sociology	AY 14			AY 15			AY 16		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
American Indian or Alaskan Native	**0**	**0**	**0**	0	0	**0**	0	0	**0**
Asian	1	0	**1**	1	0	**1**	1	1	**2**
Black or African American	3	2	**5**	2	4	**6**	2	9	**11**
Hispanic	2	5	**7**	1	6	**7**	0	5	**5**
More than one	0	0	**0**	1	0	**1**	2	0	**2**
Native Hawaiian or Pacific Islander	0	0	**0**	0	0	**0**	0	0	**0**
Unknown	0	2	**2**	0	2	**2**	1	0	**1**
White	13	12	**25**	10	15	**25**	6	13	**19**
Total	**19**	**21**	**40**	**15**	**27**	**42**	**12**	**28**	**40**

	AY 17			AY 18			AY 19		
American Indian or Alaskan Native	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Asian	0	0	**0**	0	0	**0**	0	0	0
Black or African American	0	1	**1**	0	1	**1**	0	0	0
Hispanic	2	6	**8**	1	4	**5**	4	8	12
More than one	1	3	**4**	2	3	**5**	1	4	5
Native Hawaiian or Pacific Islander	2	0	**2**	1	1	**2**	0	1	1
Unknown	0	0	**0**	0	0	**0**	0	0	0
White	0	0	**0**	2	0	**2**	0	0	0
Total	7	9	**16**	6	11	**17**	5	13	18
	12	**19**	**31**	**12**	**20**	**32**	10	26	36

(Please see Appendix J for additional student data tables)

As of AY 19 the current number of Sociology majors is 36, which represents an increase from recent years (31 in AY 17 and 32 in AY 18) but a decline since the peak of 42 in AY 15. The change seems to be largely due to a decrease in the number of incoming freshman majors, as the number of transfer majors has stayed relatively steady, with minor fluctuations year to year. One reason for this change may be due to a lack of exposure to sociology in high schools – students who lack familiarity with a particular subject will be less likely to select it as their major. However, once students have been in college and been exposed to the subject matter, they may be more interested in exploring the field.

The current number of minors is 34, which represents a slight decline from the average of 37.6 minors in recent years (excluding AY 2017 which was an outlier, with 50 minors). Minor numbers have tended to remain relatively steady over recent years.

Looking only at majors, females outnumber males 26 to 10 – a general trend that has been true for several years. Also, our student body continues to be diverse, with half of our students identifying as some race other than White. Our current group of sociology majors is made up of 18 White students, 12 African-American students, 5 Hispanic students, and 1 student of more than one race.

New student enrollment has generally remained steady since AY 2015, with small fluctuations, as has the number of incoming transfer majors. Sociology majors on average represent approximately 0.5% of the typical incoming freshman class and around 0.7% of the incoming transfer class. However, these percentages are quite variable due to the low raw numbers they represent. For example, in five out of the last seven years there were 3-4 incoming transfer majors, but in 2017 there was just one and in 2019 there were only two. Year-to-year fluctuations, then, can cause fairly dramatic shifts in percentages that do not reflect larger trends.

Minimum requirements for graduation with a Sociology major include:

120 degree applicable credits
- 45 credits minimum in courses taken at Fitchburg State University

36 credits minimum in Sociology courses
- 18 credits minimum in Sociology courses taken at Fitchburg State University

Minimum GPA of 2.0 in major courses

c. Faculty - Use the tables provided in this document to document the following:
   - Number of faculty – part time and full time
   - Faculty diversity
   - FTE commitment by program
   - Qualifications of faculty – degrees, teaching, scholarship, professional experience, university and professional service, and community engagement

FACULTY DEMOGRAPHIC DATA TABLE

Demographic Faculty Summary	**No. of Full Time Assigned to Unit**	**No. of Part Time Assigned to Unit**
Women	1	1
Men	3	1
Ethnicity		
White/Caucasian	2	2
Asian	N/A	N/A
Hispanic/Latino	N/A	N/A
Black/African American	2	N/A
American Indian	N/A	N/A
International or Other	N/A	N/A
Credentials – highest degree held		
Bachelor's Degree	N/A	N/A
Master's Degree	N/A	1
Doctorate	4	1
Experience		
0-3 years	1	N/A
4-7 years	1	N/A
8-11 years	N/A	N/A
12-15 years	N/A	1
16-24 years	1	1
25+ years	1	N/A

FACULTY CREDENTIAL TABLE

Name	Rank	Type of Academic Appointment	FT or PT	Highest Degree	Professional Registration Certification	FTE by Program	Very Brief description of Activity		
							Teaching	**Scholarship**	**Service**
Augustine Aryee	P	T	FT	Ph.D.	N/A	1	Medical, Families and Aging	Utilization of Modern Medicine and Traditional Medicine in the Developing Nations	Committee on Promotion; International Education committee
Jason Nwankwo	P	T	FT	Ph.D.	N/A	1	Race, Stratification and Theory	Toxic dumps in developing societies; Political culture; Effects of unorthodox churches on healthcare	Sociology coordinator; Committees: Promotion; Tenure; International Education; Professor Emeritus
Patricia Arend	Asc	T	FT	Ph.D.	N/A	1	Gender/Sexualities, Methods, Urban, Education, Organizations	Consumer culture (weddings), gender/sexualities, social theory	WGSS coordinator, Sociology Club advisor,

									Honors, Center for Faculty Scholarship, Sustainability committee
Zachary Miner	Ast	TT	FT	Ph.D.	N/A	1	Criminology and Methods	Firearms; Stigma; Legal consciousness	AUC Policies + Curriculum; Undergrad Research Conference Committee
Deena Duranleau	Adjunct Professor	NTT	PT	Ph.D.	N/A	.25	Intro and Sexualities	Archaeology	N/A
Robert Palmieri	Adjunct Professor	NTT	PT	MS	N/A	.25	Intro	Social behavior	N/A

d. Staff support

- Number of staff - part time and full time
- Job duties required in the role

The sociology program, as part of the Behavioral Sciences department, benefits from the Behavioral Sciences administrative assistant, Gail Feckley. She is the only part- or full-time staff member that offers support to our program. Gail is an Administrative Assistant II. The job duties required in this role can be found in the civil service job description in Appendix C.

e. Resources

Operating Budget –

The sociology program is housed under Behavioral Sciences Department which meets the needs of the program through departmental budgets. One secretary provides all the secretarial services for the three programs, Criminal Justice, Human Services and Sociology in the Behavioral Sciences Department. Although Psychological Sciences is no longer part of the Behavioral Sciences, it is still located in the same office with Behavioral Sciences. Within the office are copying and printing equipment.

Technology –

The university supplies each faculty with a laptop computer that is replaced periodically. All the faculty members have access to Blackboard for online teaching, Web4 for registration and grade records, and SSC for scheduling advising. Faculty are offered discounted access to some software packages including Microsoft Office. Faculty and students may also access statistical software – such as SPSS and Minitab – for free. However, these programs must be reactivated yearly, and some students have reported difficulty in using the programs on their personal computers.

Space –

a. Classrooms

The university makes an effort to accommodate faculty requests for specific classrooms when it is possible. Since the department moved to the McKay building, for example, most sociology courses (approximately 75%) have been shifted to take place in McKay, with the remainder taught primarily in Percival (12.8%), with an occasional course in Thompson or the Science building. All the classrooms are equipped with computers, video equipment and projectors. A small number of these classrooms have smartboard technology, while most have chalkboards or whiteboards.

The university has made an effort to make most of the classrooms handicap accessible. There is a need, however, to improve on the heating and air-conditioning systems in some of the classrooms, particularly in Thompson and Percival.

b. Offices

All sociology faculty have individual offices in McKay since 2016. These spaces are satisfactory in meeting needs for privacy when talking with students, as well as providing adequate storage for academic and personal materials.

Professional Development Support –

The university allots money (approximately $800.00) to each full-time faculty member and librarian for continuing scholarship every year. This money is made available to each full-time faculty and librarian with an acceptable proposal and application approved by the Vice-President. An additional amount of about $400.00 is available for each faculty from the department as a supplement for academic travel expenses.

There are other continuing scholarship supports available across the university such as Ruth Butler grants, the Whiting travel grant, the Scholarship of Teaching and Learning Award, and Innovation grants and microgrants from Center for Teaching and Learning supporting innovative methods of learning or instructional technologies.

Library –

According to the Library's FY20 report (the full version of which can be seen in Appendix I), the Library provides access to 150 journal titles in Sociology, and reports that "overall usage numbers are good" for these resources. The Library also provides access to over 36,000 books, split approximately evenly between print and eBooks.

The Library staff continue to provide support to Sociology courses in a variety of ways. Staff held in-person research sessions in SOC courses, and remain available to serve as embedded librarians for their courses, an option that we recently discussed with them and are planning to utilize more in the future. In addition to these in-person services, the Library staff developed a general Sociology research guide, as well as four Sociology course-specific library research guides, that are available on the library's website, as well as embedded into every Blackboard course in Sociology. Together, these research guides have been accessed almost 600 times.

2. Program Processes for Undergraduate and Graduate
    a. Curriculum
        - Process for curriculum development and recent activity

The development of Sociology curriculum is guided by the program vision and mission that are in alignment with the vision and mission of the Behavioral Sciences Department and Fitchburg State University. In accordance with the American Sociological Association manual, there are core sociological items that are systematically integrated into the curriculum.

Since the sociology curriculum reflects the institution's educational purpose, its learning experience and assessment of learning outcomes, the development of the curriculum in the Sociology Program follows a deliberate and rigorous process. Primarily, the development of the curriculum is faculty-driven in cognizance of the social environment and trends in sociology. First, the curriculum is developed, reviewed and approved by the sociology curriculum committee that is made up of the sociology faculty. Then, the curriculum is presented to the Behavioral Sciences Department curriculum committee for review and approval. Next, the curriculum goes to the All University Curriculum Committee that subjects the curriculum to

further rigorous review. If the curriculum is approved, it goes to the All University Policy and Planning Committee for review and approval. The approved document is then recommended to the president for final approval. This institutionalized process for curriculum development ensures that the curriculum is well-reviewed and it is in congruence with both the program and the institutional vision and mission.

On the whole, the Sociology curriculum is dynamic, progressive and flexible and responds to the constantly changing social environment and trends in sociology. As a result, modifications and changes are made to the curriculum when necessary. Besides responding to the social environment and trends in sociology, the annual assessment report and the periodic program review sometimes prompt changes in the curriculum. The changes, however, have to be reviewed and approved by the respective committees as indicated. Thus, the established sociology curriculum is not static.

Recently, in accordance with the practices described above, Sociology made some modifications and changes to the Basic Skills of Social Research (SOC 3130). This course was split into two courses: Social Research Methods – Qualitative (SOC 3001) and Social Research Methods - Quantitative (SOC 3002). The goal of this change is to deepen students' understanding of social research methods and maximize students' learning. We are in the process of assessing the outcomes of these changes, and will have additional data to share as we continue the assessment processes discussed in section "Assessment; 2b."

Other recent changes in the curriculum include the sequencing of courses, and clarification of course prerequisites, with a view to providing an effective organization of the learning experience to facilitate better learning outcomes in sociology.

- Curriculum requirements

The sociology curriculum delineates sociology courses into clusters of core/required and elective courses. Sociology majors are required to complete 12 semester hours of course work in the core, required courses and 24 semester hours of course work in sociology elective courses, in addition to other additional course requirements for graduation. On the whole, 36 semester hours of course work in sociology courses are required for all sociology majors. In addition, sociology majors must meet a Speech Requirement and a State and Federal Constitution Proficiency Requirement.

Below are the core, required courses:

SOC 1100 - Introduction to Sociology (Prerequisites for all Sociology Courses)
SOC 3001 - Social Research Methods (Qualitative)
SOC 3002 – Social Research Methods (Quantitative)
SOC 3160 – Social Theory

The other sociology courses, the Speech Requirements and State and Federal Constitution Proficiency Requirements are contained in the undergraduate catalog. Bachelor of Arts in Sociology requires a foreign language proficiency at the intermediate level.

- Description of curriculum

The sociology curriculum is carefully designed and organized to provide an effective learning experience through responding to societal changes and environmental demands as well as the needs of students. Changes are made periodically to reflect those demands. For instance, the constantly changing work environments have prompted the addition of online courses. Also, new course offerings and changes are made, such as those described above in regards to the two-course Social Research Methods sequence.

The core courses are arranged in sequence to maximize the student learning experience. For example, students must take Introduction to Sociology first before any other sociology courses. In addition, majors must take at least one methods course before they take Social Theory (SOC 3160) to ensure that they are advanced enough in their studies to succeed in this advanced course.

- Plans of study, two year rotations

Please consult Appendix D to see the suggested four-year plan of study for Sociology. For the two year course rotation, please consult Appendix E.

- Curriculum trends in the discipline, if appropriate

For a discussion of issues relevant to sociology curriculum, please consult Section "Overview and Vision; 4b."

- Course delivery methods

For a discussion of course delivery methods, please consult Recommendation 9 in section "Overview and Vision; 4b."

- Learning experiences - internships, service learning, scholarly engagement

In the Sociology program, students have the opportunity to participate in an internship via an application process. Dr. Megan Krell – from the Human Services program – is the internship coordinator and she is the one who evaluates candidates and matches them with organizations that can offer students what they're looking for in an internship. In section "Overview and Vision; 7" above we described some of the internship opportunities that our students have had the opportunity to complete in recent years.

Having students complete internships helps fulfill the sociology program's mission in a variety of ways. One major focus of our mission is on preparing students for civic engagement in a globalized society, and the first step of reaching this goal is encouraging them to engage with their local community. Internships also help us address the goal of understanding social problems through giving them the opportunity to take on active roles addressing a variety of social

problems that affect people living in the local area (e.g., disability, availability of healthcare, legal troubles, mental health problems, etc.). Finally, one major goal of having students complete internships is to help them deepen their understanding of what they've learned in the classroom by applying it to a professional workplace setting. This kind of practical experience gives students a kind of expertise that is difficult to achieve in other ways and it is one reason we continue to support students taking internships.

- Concentrations and minors
  - Describe how they relate to the program mission and vision

Our program has traditionally had approximately as many minors as we do majors. Therefore, the needs of minors are always an important part of any curriculum discussions within the program. Our mission statement is:

"The mission of the Sociology Program at Fitchburg State University is to prepare students for civic engagement in our globalized society. We provide students with the tools for understanding the dynamics of social interactions, the effects of inequality and other social problems, and how social structures shape behavior in society."

This mission remains true regardless of whether students are majoring or minoring in sociology. Minors receive instruction in areas – such as sociological theory and methodology – that introduce them to the distinctive sociological approach to the world, and help them apply that knowledge to their major field of study. This is true regardless of whether students are majoring in another Behavioral Science program, or some other field.

Unfortunately, the program currently does not have any concentrations. Following our most recent program review, the external reviewer recommended that we develop concentrations, but noted that, along with several other suggested changes, "the ability of the program to accomplish these recommendations raises workload issues and depends on another faculty line." Unfortunately, we have not received a new faculty line, and so – as stated in our most recent annual report – the issue of establishing concentrations has been tabled until we have the proper staffing.

The two concentrations we had considered offering are "Social Justice and Inequality" and "Medical and Health." The first concentration is highly relevant to the goal in our vision statement of "produc[ing] students who are actively engaged in social justice." As such, the proposed plan of study for the concentration involved students selecting from a variety of courses that address key areas of inequality, focusing on poverty, race, and gender, as well as social processes that affect inequality such as urbanization.

The "Medical and Health" concentration was more focused and was designed to help students understand the sociological perspective on issues relating to health and the body. To this end, students would have chosen from among several courses such as Sociology of Disability, Sociology of Aging, Drugs and Alcohol, and Medical Sociology. In addition, students would have been offered courses on closely related topics such as Sociology of Sexualities and Race and Ethnic Relations.

Both of these concentrations were meant to help meet the key goals in our mission of helping students understand "the effects of inequality and other social problems, and how social structures shape behavior in society." In the case of "Medical and Health," it was meant to offer students a specific area into which they could do a deeper dive, and gain a broader understanding of the specific types of inequalities associated with healthcare, and with bodily health and

wellness. In the case of "Social Justice and Inequality," the focus was a bit broader, but meant to enhance students' understanding of how the core of sociological thought connects with real world issues of inequality arising from a variety of social conditions.

In theory, the sociology department would be open to revisiting the topic of implementing one or more concentrations within our program. It would largely be a matter of making sure that any concentration that was established could continue to be available if current staffing were to change, and that the choices of courses within the concentration would produce meaningful, focused learning within a specific topic area. As discussed in section "Overview; 6" above, it would also depend on having the information necessary to build a case for establishing concentrations.

- Department/Program policies or processes that affect curriculum

There are several departmental policies that positively affect Sociology's curriculum, most notably our ability to engage synergistically with the other programs in the Behavioral Sciences department. One example of this is that all three departments have an agreement to accept each other's methods courses when students are minoring across disciplines. So, for example, if a Criminal Justice student wanted to minor in Sociology, they could apply the methods course they took for their CJ major to the methods course requirement in the Sociology minor. This approach makes it easier for students in Behavioral Sciences to gain relevant cross-discipline knowledge, and it encourages professors to work collaboratively when advising students, to the benefit of all.

Additionally, being part of a multi-disciplinary department offers us the curricular benefit of having additional colleagues to consult with when discussing changes to our curriculum. During curriculum committee meetings, we can get input from knowledgeable faculty in two other disciplines, thereby honing our AUC proposals prior to submission, and improving their chances of acceptance at the University level.

One notable problem that affects our curriculum is the institutional practice of using an enrollment of 10 as the lower limit for running a course. This policy was reinforced as recently as 2018 when we consulted administration about whether it could be waived in the case of a proposed capstone course (as is done in at least one other program on campus), and we were told that it could not. This presents a difficulty for us, given our relatively small numbers; with just 36 majors, it is unlikely that a new upper-level course will regularly have 10 enrolled students even if it is required. This limits our ability to offer a traditional educational experience to our majors, which begins with an Intro course, expands content understanding through theory, methods and elective courses, and concludes with a capstone course.

b. Students-
    - Learning expectations and learning supports
    - Retention initiatives

Having support for student learning on campus is crucial for student success and retention. Support systems such as the Tutor Center offer a wide variety of support to students. There they can get access to individual peer tutoring for a wide variety of courses, as well as group tutoring for some specific courses that students tend to find especially difficult (e.g., math courses,

science courses, etc.). Drop-in or appointment-based assistance is also available for help with writing.

There are also specific programs available to help students in specific populations that may need additional support. The Expanding Horizons program, for instance, is designed to help students who are: low income, first generation, have a diagnosed disability, and/or demonstrate a specific academic need (such as having a low GPA or SAT score). Students in this program get access to professional academic tutors, receive training in a variety of both academic and personal skills, and participate in a peer mentoring program, as well as other benefits.

In addition to the academic side of things, there are additional support services offered by the Career Services and Advising Center . This office provides such services as: career and academic advising, graduate school advising, mock interviews, interview rooms, career assessment, workshops and events, and an alumni job shadowing program. They also offer a variety of workshops every semester on topics such as resumes and cover letters, how to use social media to enhance networking, and the best ways to search for jobs.

Together these support services – as well as others – help students progress in their studies, and prepare them to successfully enter the workforce.

Although the Sociology program does not have any formal retention initiatives, we nevertheless strive to maximize the benefits of our small size. For example, since there are only four full-time faculty, we are able to emphasize face-to-face contact between students and professors to identify any problems early, and explore ways to help students finish their courses and graduate in a reasonable amount of time. Making student success a top priority in this way can translate favorably into a number of other areas such as higher student satisfaction and increased graduation rates.

c. Faculty
    - Teaching responsibilities
    - Advising responsibilities
    - Professional development initiatives
    - Faculty retention initiatives

All full-time faculty in Sociology teach four courses per semester. Please see Appendix E for a listing of our traditional two-year course rotation.

Faculty advising responsibilities have recently increased a great deal. Prior to Spring 2019, SOC faculty advised only SOC majors, as is standard practice for most other departments on campus. Starting in Spring 2019, however, faculty in the Sociology and Human Services programs were assigned advisees from Criminal Justice as well. This caused a large increase in our advising responsibilities, with the average number of advisees going from 8 to 37.

Sociology does not run any professional development of its own, but instead utilizes the offerings of the Center for Teaching and Learning. Recent CTL-sponsored professional development events that sociology faculty have attended include: the Course Redesign summer institute, and the Civic Engagement summer institute, as well as several one-time events offered by the CTL such as “Inclusive Teaching and Learning Strategies”; “A Frank Discussion on Academic Integrity”; and “Imposter Syndrome in Academia.” Faculty have also regularly attended Development Day events focused on professional development.

In addition to the professional development opportunities offered to a general audience, the faculty in sociology specifically were able to attend an assessment-focused event in Spring 2018 sponsored by Merri Incitti in the Office of Institutional Research and Planning. This one-day workshop helped us begin the process of updating our assessment materials to meet current standards.

Members of the faculty also avail themselves of professional development opportunities provided from the Behavioral Sciences department (such as funds to reimburse travel to conferences) as well as the university (such as the Continuing Scholarship funds).

In the area of faculty retention, Dr. Arend has proposed – and begun work on – creating a document that consists of answers to frequently asked questions. This document would be made available to all new Sociology faculty upon their arrival, in addition to the informal faculty mentoring processes that are already in place within the program.

d. Quality Improvement Initiatives

Unfortunately, given the recency of our restarting our assessment process – see below in section "Assessment; Program Outcomes; Student" for details – we have not yet gathered sufficient data for us to initiate changes to our courses, or to the larger curriculum. However, since we are on track to continue with assessment, it is our goal to use the data that we gather in the coming years to evaluate our core courses and make decisions about any necessary programmatic changes.

3. Program Outcomes for Undergraduate and Graduate
    a. Program
        - Graduates rating of the program (Graduating Student Feedback survey results will be provided by Director of Assessment)
        - Career placement and continuing education opportunities- number and types of career and advanced education
        - Alumni Feedback Survey
        - Will be administered to alumni at 1, 3, and 5 year intervals

        (Survey to launch in Spring 2018)

Unfortunately, there is very limited information available regarding graduates of our program. In the most recent version of the Graduating Student Feedback Survey (2018-2019) we had just one total response from our students. With the previous version of the Survey (containing data from 2014-2017) we did have a total of 8 responses. However, this number is still very low, and it would be not suitable to use to use the experiences of such a small group to generalize to all Sociology majors. This conclusion is further reinforced because many key questions on the survey were not answered by all 8 respondents. For Question #23, for example, asking graduates about the degree to which their course-of-study requirements met with their career goals, we had just five responses, and for several questions directly asking about students' employment plans, there are 3 or fewer responses.

A similar problem with low response levels can be seen in regards to the Alumni Feedback survey. In all three available summaries of the results (2012 – 2013; 2014 – 2015; and 2016 – 2017) we had a total of just 1 response each time. Obviously it would be impossible to draw conclusions about our graduates based on the experiences of a single individual.

Looking forward, we need to either work to increase response rates for our institutional research efforts, or else we need to pursue other methods of getting in touch with our graduates and alumni. Some programs – such as Human Services – have switched to requiring an "exit interview" with every graduating student as a means of gathering feedback. And other programs – such as Political Science – have reported having some amount of success connecting with alumni via professional networking platforms (e.g., LinkedIn). However, this approach presents a number of problems, not the least of which is whether any information obtained via this method could be utilized in place of information gathered via official university communications.

In the meantime, we remain in the frustrating position of having very little guidance from our recent graduates and alumni in regards to their satisfaction and success as a result of graduating with a degree in Sociology. We would be happy to work with Alumni Relations in ways that might help us achieve the goal of knowing our graduates better. Perhaps we could attempt to initiate more personal communications that would engage grads more effectively than the ongoing survey efforts, or perhaps there could be a special sociology graduate-focused component to existing alumni events. However, such efforts would necessarily be dependent on faculty interest and availability.

    b. Student
        - Learning outcomes

In recent semesters, the efforts to do assessment in the Sociology program had stalled. However, in Spring 2018 we were contacted by Merri Incitti (then director of assessment) and scheduled a summer workshop during which the Sociology faculty revamped our mission and vision statements, as well as writing these five learning outcomes for our program:

SOC 1	Students will be able to understand key sociological concepts
SOC 2	Students will be able to communicate sociological concepts effectively through the use of writing and/or oral skills
SOC 3	Students will be able to think critically about social issues and social theories
SOC 4	Students will be able to apply sociology to social life
SOC 5	Students will develop appropriate skills for conducting sociological research

- Assessment overview of the program
  - Student Learning Outcomes (SLOs)/Objectives
  - SLO mapping to courses

Through further discussion, both internally and with Merri, we then mapped these Learning Outcomes to our required courses in the following way:

0 Not Addressed	1 Introducing	2 Broadening	3 Fulfilling	A Assessed for Program

	SOC 1 Understand key sociological concepts	SOC 2 Communicate effectively	SOC 3 Think critically about social issues and social theories	SOC4 Apply sociology to social life	SOC 5 Develop the appropriate skills in doing sociological research
SOC 1100 – Intro	1	1	1	1	0
SOC 3001 – Qual	2	3-A	2	3	3-A
SOC 3002 – Quant	2	3	2	3-A	3
SOC 3160 – Theory	3-A	3	3-A	2	0

- Summary of findings by year (longitudinal data over the most recent five year span)

- Annual Assessment Report findings summarized here
- Direct and indirect assessment data and analyzation

Once this mapping had been achieved, our next step was to begin conducting assessment on our core courses. Unfortunately, Merri left the university at the end of the Spring 2019 semester and there was a gap before her replacement could be hired and get up to speed with the ongoing assessment projects on campus. However, we have connected with Cate Kaluzny – the new director of assessment – and she has been walking us through the process of how to input artifacts into TK20 and then how to assess them.

Given this situation, we have just one semester's worth of assessment data to report. However, this data is from Social Theory (SOC 3160) which currently functions as a capstone course since it is the highest level course that all Sociology majors are required to take. This time around we decided to assess the students on Critical Thinking using a three-point rubric (see Appendix H for the full rubric).

Below are the results from TK20 for the Fall 2018 Social Theory (SOC 3160) course:

Response	Number of Responses	Percent
Beginning	0	0%
Developing	4	22.22%
Proficient	14	77.78%
N/A	0	0%
No Response	0	0%

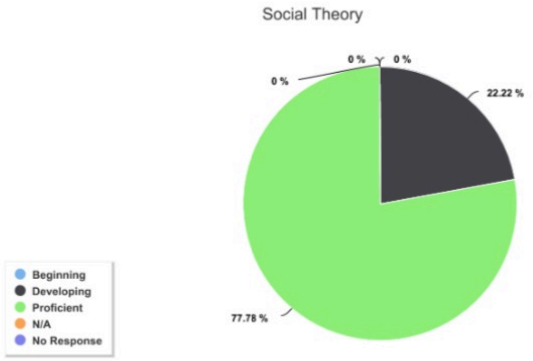
Total Responses: 18

Mean:

Median:

Mode:

Standard Deviation:



And here are the results for the same course from Fall 2019:

Social Theory

Response	Number of Responses	Percent
Beginning	3	18.75%
Developing	3	18.75%
Proficient	10	62.5%
N/A	0	0%
No Response	0	0%

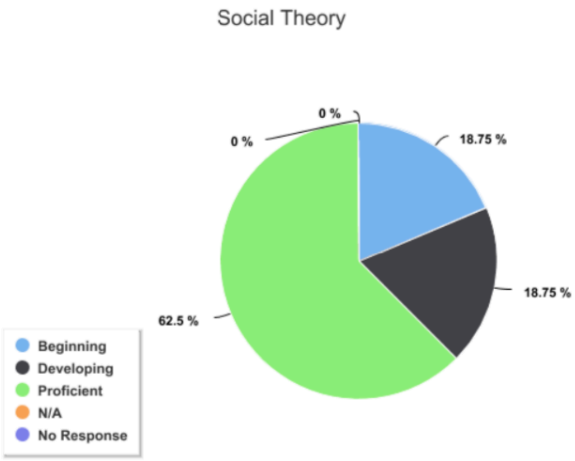
Total Responses: 16

Mean:

Median:

Mode:

Standard Deviation:



As can be seen in the table above, in Fall 2018 77.78% of students scored a 3 ("Proficient") on the rubric, 22.22% scored a 2 ("Developing"), and 0% scored a 1 ("Beginning"). This indicates that most students have a strong foundation in critical thinking, as assessed in this rubric, although there is still some room for improvement in terms of increasing students' critical thinking abilities.

This general pattern is still evident in the Fall 2019 numbers, however there have been some declines in student performance, with still well over half of students achieving a score of 3 (62.5%), but a slightly lower percentage (18.75%) achieving a 2, and 18.75% achieving a score of 1. Some amount of this change is likely due to small sample size – with just 16-18 students in each class, small shifts can affect the data quite significantly. However, the change from having zero students achieving a score of 1, to having three students get that score, is somewhat concerning and warrants sustained attention as we move forward.

This demonstrates the importance of utilizing assessment – to identify courses where there may be issues so that those issues can be addressed. As we move forward with additional assessments of this course – as well as other courses – we will seek to generate trend data that can help us understand what changes may need to be made to our program to promote critical thinking, as well as the four other program learning objectives.

- Scholarly and creative productions

Since our previous program review, we have had one student write and present an honors thesis. This work – entitled "Communications Technologies and Interpersonal Relationships" – used qualitative interviews to explore how social media affects the lives college students in both positive and negative ways. This thesis was also presented at the Undergraduate Conference on Research and Creative Practice at Fitchburg State University, as well as at the Massachusetts Undergraduate Research Conference (MassURC) at UMass Amherst.

- Internship and service learning scores/evaluations
  - Completed by faculty and internship or service learning supervisor

Evaluation data for internships is somewhat limited because it is not mandatory for either students or supervisors to submit completed evaluation data at the completion of an internship. However, those students for whom we do have data typically receive very good reviews from their supervisors.

We received eight completed supervisor evaluations from the internship coordinator representing sociology students who did internships between Spring 2017 and Spring 2019. The average overall evaluation score given to students was 4.3 out of 5, with the lowest student averaging 4.1 / 5 and the highest student averaging 4.9 / 5. Individually, almost every single student received ratings from supervisors of "Above Average / Exceeds Expectations" (4 out of 5) or "Far Above Average / Exceptional" (5 out of 5) in all areas. Just one student received a mark of "Expected Performance" (3 out of 5) on any survey item.

Please see Appendices F and G for examples of the questions used to rate students' performance at their internships.

- Career placement and continuing education opportunities-

number and types of career and advanced education
    - Alumni Feedback Survey
        - Will be administered to alumni at 1, 3, and 5 year intervals *(Survey to launch in Spring 2018)*

(Please see section "Assessment; 3a" for a discussion of the issues we've experienced with the Alumni Feedback Survey.)

- Employer rating of graduates
    - Internship Supervisor evaluations

(Please see earlier in section "Assessment; 3b," above, for a discussion of the evaluations given to our students by internship supervisors.)

- Trend Data Reflection / Analysis
    - Time to degree completion
    - Graduation rates

	Entering Cohort Year				
	2008	**2009**	**2010**	**2011**	**2012**
	4.33	4.50	4.00	4.00	4.50
Institutional Average:	4.36	4.39	4.32	4.30	4.33

Regarding time to graduation, our numbers generally compare favorably with those of the institution as a whole. Although there is some variability across years, recent Sociology students have graduated in an average of 4.27 years, while the average Fitchburg State University student graduates in 4.34 years.

Sociology	**4-Year SOC**	**4-Year Changed**	**4-Year Overall**
Academic Year (Entering fall term)			
2010	33.33%	33.33%	66.67%
2011	16.67%	16.67%	33.33%
2012	16.67%	0.00%	16.67%
2013	60.00%	20.00%	80.00%
2014	0.00%	0.00%	0.00%

Sociology	6-Year SOC	6-Year Chganged	6-Year Overall
Academic Year (Entering fall term)			
2010	33.33%	50.00%	83.34%
2011	16.67%	16.67%	33.33%
2012	16.67%	16.67%	33.33%
2013	NA	NA	NA
2014	NA	NA	NA

As described previously in section “Assessment; 1b” the relatively low number of majors in Sociology creates a high degree of variability in statistics, including those related to degree completion and graduation. For example, our 4-Year Overall graduation rate fluctuated from a low of 0% (2014) to a high of 80% (2013) in just one year. Similar levels of variability can be seen in all of our four- and six-year statistics, making it difficult to identify any trends, or draw conclusions from this data.

Analysis and Action Plan for the Future

1. Comparative strengths and distinctiveness, and areas of improvement across all program levels
2. Opportunities to extend existing strengths, and resources in place or needed
3. Weaknesses found during the self-study
4. Opportunities for addressing weaknesses

The sociology program benefits from a number of strengths including the extent to which our newly-revised materials – including our mission and vision statements, as well as our learning objectives – mesh with school- and university-level objectives. This similarity of purpose and direction indicates the extent to which our program is aligned with the goals of the larger entities within which it is embedded.

This similarity continues when analyzing the extent to which our program is aligned with the goals of our professional organization, the American Sociological Association. Our program has already fully implemented, or is in the process of implementing, a large number of the twelve recommended practices in the ASA 2017 report "The Sociology Major in the Changing Landscape of Higher Education." This congruence with the goals identified by a highly credible external organization adds to the evidence suggesting that we are meeting disciplinary standards.

Since the last review, our program has continued to offer a wide range of different types of courses – many of which service other programs / departments – while still maintaining a small, but consistent group of majors and minors. We've also expanded the number of required methods courses in Sociology from one to two, thereby providing students with more depth of understanding about how to conduct sociological research.

Some of our strengths – such as the flexibility of our program – could also be considered weaknesses. The low number of required credits, and the low minimum GPA, leads some students to select Sociology as a major largely because it is considered easy, and quick to complete. This creates problems both for faculty who encounter students who are less prepared and motivated, as well as for students who encounter courses that are more difficult than they anticipated.

The primary weaknesses that we are encountering at the moment are closely linked: enrollment size and faculty size. In our previous program review, the majority of the key recommendations made by the external reviewer were predicated on sociology receiving an additional faculty line. Since that did not happen, we have been unable to implement changes that would allow us to have many of the key things that would make sociology a fully-functioning major (e.g., concentrations; a capstone course; etc.). We have also not received any dispensations that would allow us to achieve these goals without the need for additional faculty (such as assurances that a capstone course would always run, even if fewer than 10 students were enrolled).

We understand, of course, that the granting of faculty lines is partially based upon numbers of majors and minors. However, demand for classes is something of a chicken-or-egg problem, since the strategic hiring of a faculty member whose courses service multiple departments (as we aimed to achieve with our most recent request for a faculty line) could itself create increased demand for sociology courses, and potentially even increase the numbers of sociology majors and minors. Additionally, the issue of student numbers creates a problem since the faculty are not primarily responsible for recruiting new students. Nevertheless, we have

attempted to increase enrollment by meeting with members of the admissions staff in 2017. However, we have received no further information on this topic, nor seen any notable increase in our student numbers, thus highlighting a key area where we feel additional support is required.

One of the ways in which the weakness of low enrollment could be turned into a strength is the area of advising. In the past, we've been able to use our advising time to get to know our majors, understand their goals, and counsel them on the best ways to achieve those goals. However, with the Spring 2019 change that requires us to advise Criminal Justice students as well, we find ourselves unable to leverage this strength due to the high numbers of advisees we are now required to meet with. We still meet individually with advisees, but the pressure of maintaining such an active advising schedule limits the amount of personal connection that can be achieved with any one student.

In terms of how to extend strengths and address weaknesses, then, it seems that the major goals would be to work with staff and administration to increase our enrollment, and also get an additional faculty line, both of which are required for our continued ability to serve the campus community. It is also crucial for us to return as quickly as possible to a model where we advise only our own majors. This will allow us to utilize the unique strength of our low faculty-to-student ratio, thus enhancing the student experience.

5. Positioning of program to address future direction of the discipline in the next review timeline

Looking forward to our next review cycle, we are well-positioned to stay connected with our changing discipline. As noted in section "Overview and Vision; 4b," we are already well-aligned with recommendations from key documents issued by the American Sociological Association, and based on decades of research on what constitutes the core elements of sociology. Using these standards as a basis, we will be able to shift and adjust course content as needed to reflect changing social situations. For example, Recommendation 6 ("Underscore, at all levels of the curriculum, inequality and difference in local, national, and global contexts") can apply to courses dealing with topics from race, to gender, to crime, to medicine, etc. It will be up to individual professors to do the continuing research to ensure that they are up on specific trends in specific topic areas, but provided that the ASA's broad guidelines are followed, this will provide a strong basis for moving forward.

As the focus of our institution (as well as multiple academic disciplines) shifts towards emphasizing high-impact practices – such as internships – we aim to continue utilizing the existing opportunities, as well as expanding them as appropriate. Given that high-impact practices tend to lead to higher retention and graduation rates, a renewed emphasis on preparing students for these opportunities could pay dividends in both the short- and long-term.

6. Action Plan for implementation for next Program Review
    a. Key objectives, and strategic actions to achieve each objective
    b. Timeline, with milestones and measurable outcomes to determine progress and measure success
    c. Method of achieving objectives
        - Internal improvements
        - Improvements that can be achieved only with additional resources and plans to obtain these resources

Below is a list of proposed key objectives we intend to pursue over the next review period, along with several associated strategic actions to help achieve those objectives, and timelines for strategic action.

Proposed Changes	Tasks	Timeline / Deadline
1. Increasing sociology student recruiting + retention	Meet with admissions again to develop a concrete plan for increasing enrollment Implement plan developed with admissions Evaluate student retention processes / statistics	By end of Fall 2020 Spring 2021 – Spring 2023 Spring 2024
2. Obtain an additional faculty line	Apply every year for new faculty line Collaborate with other programs/departments to propose mutually beneficial faculty appointments	Yearly, during application process Yearly, during application process
3. Expand our use of assessment	Continue to implement the assessment of sociology courses, using plan developed with assessment director Utilize online resources for TK20 training to become proficient in the use of TK20 Determine which assignments to assess in upper-level courses Publish results of assessment in annual reports + other documents	Yearly (one course per year) Fall 2020 Fall 2020 Annually
4. Obtain and use better data on graduates and alumni	Meet with members of Human Services program about feasibility + content of exit interviews	Spring 2021

	Meet with Alumni Services about increasing effectiveness of alumni survey Meet with relevant staff / offices about increasing effectiveness of graduating student survey Publish graduate and alumni data in program documents	Spring 2021 Fall 2021 Annually after 2021
5. End-of-year SOC student advising review	Identify relevant benchmarks for students to meet Review degree evaluations at end of academic year Follow up with students not meeting benchmarks and refer as necessary to student support staff	Fall 2020 Annually after 2020 Annually after 2020
6. SOC program community building	E-mail communication to SOC students from program coordinator Plan yearly get-together for majors and minors Connect with alumni, re. – mentoring or speaking opportunities	Every semester after Fall 2020 Spring 2021 Spring 2022
7. Improve SOC program website material	Connect with staff / office redesigning website, re. - format and content Review current materials on SOC program website Transition useful portions of student handbook onto website	Fall 2020 Fall 2020 Spring 2021

	Identify necessary student resources that are not currently online Digitize or create necessary student resources + upload them to website Transition useful portions of faculty handbook onto Google Drive	Fall 2021 Fall 2021 Spring 2022
8. Re-examine the possibility of offering a capstone course and/or concentrations	In program meetings, discuss current staffing availability as it relates to offering a capstone course Interface with Dean's office around the issue of minimum enrollment for a capstone course Discuss necessary changes to curriculum that would result from adding a capstone course Make a decision about whether to move forward with proposing a capstone course Discuss data needs related to establishing a warrant for concentrations Source and review other programs' applications for concentrations Make a decision about whether to move forward with proposing concentrations	Fall 2020 Fall 2020 Spring 2021 Spring 2021 Fall 2021 Fall 2021 Fall 2021

d. Resources necessary to achieve the plan
   - Faculty/staff
   - Budgetary

The primary resources necessary to achieve the plans described above are the time and effort of the faculty. We also need to utilize the time and effort of on-campus staff in various offices named above (Admissions; Alumni; Dean's Office; etc.). Ideally, we will also need the budgetary allowance for conducting a new faculty search, and hiring a new faculty member for sociology.

Appendix A
Mission Statements

Behavioral Sciences Department:

The Behavioral Sciences Department is committed to prepare students to become leaders in the fields of criminal justice, human services, and sociology in order to identify issues and problems as they affect individuals and society and to possess the knowledge to facilitate positive systemic change. To that end, the Department strives to encourage thoughtful responses to complex human problems; to provide the technological ability to interpret data; the ability to solve problems and to think critically and to emphasize the value and diversity of our fellow citizens and to advocate for social justice.

School of Arts and Sciences:

"The School of Arts and Sciences merges scholarship and professional practice in a wide range of innovative programs. Our faculty inspire students to think and communicate clearly, to recognize and value diverse perspectives, and to act creatively when addressing complex problems in their communities and beyond. We prepare students to navigate a world of rapid change, while developing a foundation for a meaningful life."

Appendix B

Breakdown of enrollments in SOC Courses, AY 13 – AY 19

201310

		Sections		Enrollment
SOC	**1100**	**11**	Introduction to Sociology	358
SOC	**2440**	**1**	Urban Sociology	28
SOC	**2520**	**1**	Drugs and Alcohol	30
SOC	**2630**	**1**	Sociology of Families	31
SOC	**2750**	**2**	Criminology	58
SOC	**3130**	**1**	Basic Skills Social Research	14
SOC	**3160**	**1**	Social Theory	23
SOC	**4960**	**1**	Internship: Sociology	1

201330

		Sections		Enrollment
SOC	**1100**	**4**	Introduction to Sociology	134
SOC	**2250**	**1**	Cultural Anthropology	25
SOC	**2500**	**1**	Race and Ethnic Relations	31
SOC	**2600**	**1**	Soc of Developing Societies	26
SOC	**2650**	**1**	Sociology of Organizations	30
SOC	**2750**	**2**	Criminology	60
SOC	**3770**	**1**	Women in American Society	20
SOC	**4970**	**1**	Internship: Sociology	1

201410

		Sections		Enrollment
SOC	**1100**	**12**	Introduction to Sociology	397
SOC	**2009**	**1**	Topics: Sociology of Violence	29
SOC	**2010**	**1**	Topics: Consumer Society	31
SOC	**2520**	**1**	Drugs and Alcohol	29
SOC	**2630**	**1**	Sociology of Families	29
SOC	**2750**	**2**	Criminology	50
SOC	**3000**	**1**	Social Stratification	15
SOC	**3130**	**1**	Basic Skills Social Research	12
SOC	**3160**	**1**	Social Theory	13
SOC	**3500**	**1**	Law and Society	1
SOC	**4901**	**1**	Ind St: Soc & Anth Exam of Law	1
SOC	**4970**	**1**	Internship: Sociology	1

201430

		Sections		Enrollment
SOC	**1100**	**7**	Introduction to Sociology	229
SOC	**2000**	**1**	Topics:Gender,Sexuality & Soc	33
SOC	**2006**	**1**	Topics: Sports & Disability	31
SOC	**2250**	**1**	Cultural Anthropology	26
SOC	**2300**	**1**	Sociology of Aging	26
SOC	**2510**	**1**	Peoples and Cultures of Africa	19
SOC	**2700**	**1**	Social Problems	25
SOC	**2720**	**1**	Medical Sociology	24
SOC	**2750**	**1**	Criminology	30
SOC	**2800**	**1**	Sociology of Education	31
SOC	**4960**	**1**	Internship: Sociology	1
SOC	**4970**	**1**	Internship: Sociology	1

201510

		Sections		Enrollment
SOC	**1100**	**12**	Introduction to Sociology	367
SOC	**2002**	**1**	Poverty	31
SOC	**2007**	**1**	The Sociology of Disability	31
SOC	**2440**	**1**	Urban Sociology	31
SOC	**2520**	**1**	Drugs and Alcohol	30
SOC	**2620**	**1**	Sociology of Religion	17
SOC	**2630**	**1**	Sociology of Families	30
SOC	**2750**	**1**	Criminology	27
SOC	**3130**	**1**	Basic Skills Social Research	11
SOC	**3160**	**1**	Social Theory	20
SOC	**4960**	**1**	Internship: Sociology	1
SOC	**4970**	**1**	Internship: Sociology	1

201530

		Sections		Enrollment
SOC	**1100**	**6**	Introduction to Sociology	200
SOC	**2011**	**1**	Tpcs: Sports Culture & Society	28
SOC	**2250**	**1**	Cultural Anthropology	13
SOC	**2300**	**1**	Sociology of Aging	30
SOC	**2600**	**1**	Soc of Developing Societies	30
SOC	**2650**	**1**	Sociology of Organizations	23
SOC	**2720**	**1**	Medical Sociology	29
SOC	**2750**	**1**	Criminology	30
SOC	**3000**	**1**	Social Stratification	15

SOC	**3770**	**1**	Women in American Society	22
SOC	**4960**	**1**	Internship: Sociology	1
SOC	**4970**	**1**	Internship: Sociology	1
SOC	**4990**	**1**	Internship	1

201610

		Sections		Enrollment
SOC	**1100**	**10**	Introduction to Sociology	327
SOC	**2010**	**1**	Consumer Society	23
SOC	**2500**	**1**	Race and Ethnic Relations	22
SOC	**2520**	**1**	Drugs and Alcohol	29
SOC	**2630**	**1**	Sociology of Families	30
SOC	**2750**	**2**	Criminology	53
SOC	**2760**	**1**	Juvenile Delinquency	15
SOC	**3130**	**1**	Basic Skills Social Research	15
SOC	**3160**	**1**	Social Theory	14

201630

		Sections		Enrollment
SOC	**1100**	**8**	Introduction to Sociology	250
SOC	**2000**	**1**	Topics:Gender,Sexuality & Soc	28
SOC	**2250**	**1**	Cultural Anthropology	24
SOC	**2300**	**1**	Sociology of Aging	30
SOC	**2510**	**1**	Peoples and Cultures of Africa	16
SOC	**2700**	**1**	Social Problems	30
SOC	**2720**	**1**	Medical Sociology	28
SOC	**2750**	**1**	Criminology	28
SOC	**4990**	**1**	Internship	1

201710

		Sections		Enrollment
SOC	**1100**	**10**	Introduction to Sociology	321
SOC	**2440**	**1**	Urban Sociology	16
SOC	**2520**	**1**	Drugs and Alcohol	30
SOC	**2630**	**1**	Sociology of Families	28
SOC	**2750**	**2**	Criminology	56
SOC	**2800**	**1**	Sociology of Education	18
SOC	**3000**	**1**	Social Stratification	15
SOC	**3130**	**1**	Basic Skills Social Research	9
SOC	**3160**	**1**	Social Theory	23

SOC	**4901**	**1**	Ind St: Black Feminist	1

201730

		Sections		Enrollment
SOC	**1100**	**8**	Introduction to Sociology	255
SOC	**2002**	**1**	Poverty	25
SOC	**2300**	**1**	Sociology of Aging	25
SOC	**2600**	**1**	Soc of Developing Societies	18
SOC	**2650**	**1**	Sociology of Organizations	19
SOC	**2720**	**1**	Medical Sociology	24
SOC	**2750**	**1**	Criminology	30
SOC	**3770**	**1**	Women in American Society	16
SOC	**4960**	**2**	Internship: Sociology	2
SOC	**4990**	**1**	Internship	1

201810

		Sections		Enrollment
SOC	**1100**	**10**	Introduction to Sociology	328
SOC	**2520**	**1**	Drugs and Alcohol	32
SOC	**2630**	**1**	Sociology of Families	30
SOC	**2750**	**2**	Criminology	60
SOC	**3000**	**1**	Social Stratification	16
SOC	**3130**	**1**	Basic Skills Social Research	10
SOC	**3160**	**1**	Social Theory	22
SOC	**4901**	**1**	Ind St: Gender Inequality	1
SOC	**4990**	**1**	Internship	1

201830

		Sections		Enrollment
SOC	**1100**	**7**	Introduction to Sociology	223
SOC	**2010**	**1**	Consumer Society	19
SOC	**2300**	**1**	Sociology of Aging	27
SOC	**2440**	**1**	Urban Sociology	23
SOC	**2500**	**1**	Race and Ethnic Relations	30
SOC	**2700**	**1**	Social Problems	29
SOC	**2720**	**1**	Medical Sociology	24
SOC	**2750**	**2**	Criminology	50
SOC	**4901**	**2**	IS: Students on North of Main	4
SOC	**4970**	**1**	Internship: Sociology	2
SOC	**4990**	**1**	Internship	2

201910

		Sections		Enrollment
SOC	**1050**	**1**	Introduction to Deaf Studies	2
SOC	**1100**	**9**	Introduction to Sociology	279
SOC	**2520**	**1**	Drugs and Alcohol	30
SOC	**2630**	**1**	Sociology of Families	29
SOC	**2750**	**2**	Criminology	59
SOC	**2800**	**1**	Sociology of Education	22
SOC	**3000**	**1**	Social Stratification	17
SOC	**3001**	**1**	Social Research Methods: Qual	15
SOC	**3160**	**1**	Social Theory	19
SOC	**3500**	**1**	Law and Society	1

201930

		Sections		Enrollment
SOC	**1100**	**8**	Introduction to Sociology	260
SOC	**2002**	**1**	Poverty	31
SOC	**2300**	**1**	Sociology of Aging	28
SOC	**2350**	**1**	Deaf Culture	1
SOC	**2440**	**1**	Urban Sociology	22
SOC	**2600**	**1**	Soc of Developing Societies	15
SOC	**2720**	**1**	Medical Sociology	23
SOC	**2750**	**2**	Criminology	61
SOC	**3002**	**1**	Social Research Methods: Quant	12
SOC	**4960**	**1**	Internship: Sociology	2

Appendix C
Civil service job description for Administrative Assistant II

I. ADMINISTRATIVE ASSISTANT SERIES:

Administrative Assistant I
Administrative Assistant II

II. SUMMARY OF SERIES:

Incumbents of positions in this series monitor assigned unit activities; confer with agency staff; maintain liaison with others; review and analyze data concerning assigned unit activities; prepare reports; respond to inquiries; compile data; and perform related work as required.

The basic purpose of this work is to provide administrative support in connection with assigned unit activities such as office services, records control, agency personnel services, etc.

III. ORGANIZATIONAL LEVELS:

Administrative Assistant I is the first-level supervisory job in this series.
Administrative Assistant II is the second-level supervisory job in this series.

IV. EXAMPLES OF DUTIES COMMON TO ALL LEVELS IN SERIES:

1. Monitors assigned unit activities to ensure effective operations in compliance with established standards.

2. Confers with agency staff in order to exchange information, to coordinate efforts and to obtain information concerning agency program and activities.

3. Maintains liaison with various local, state and federal agencies and others to exchange information, to resolve problems and to coordinate activities.

4. Reviews and analyzes data concerning assigned unit activities in order to improve work methods, determine progress, revise established procedures and/or to provide information to superiors.

5. Prepares reports concerning assigned unit activities in order to furnish required information and to make recommendations concerning procedures, programs and activities.

6. Responds to inquiries in order to provide information concerning assigned unit activities.

7. Performs related duties such as compiling data for use in reporting assigned unit activities.

Based on assignment, incumbents of positions in this series may also:

1. Compose letters and review documents for completeness, content and compliance with regulatory and legal standards.

V. DIFFERENCES BETWEEN LEVELS IN SERIES:

Incumbents of positions at this level also:

1. Provide on-the-job training and orientation for employees.

2. Review, analyze and prepare reports concerning assigned unit activities.

3. Oversee and coordinate the activities of subordinates in connection with the preparation and maintenance of reports, records and documents.

VI. RELATIONSHIPS WITH OTHERS:

Major work contacts are with agency staff and the public.

VII. SUPERVISION RECEIVED:

Administrative Assistant I:

Incumbents of positions at this level receive general supervision from Administrative Assistants or other employees of higher grade who provide instructions as required and procedural and policy guidance, assign work and review performance through conferences and reports for effectiveness and compliance with laws, rules and regulations.

Administrative Assistant II:

Incumbent of positions at this level receive general supervision from an administrative or other employee of higher grade who provide procedural and policy guidance, assign work and review performance through conferences and reports for effectiveness and compliance with laws, rules and regulations.

VIII. SUPERVISION EXERCISED:

Administrative Assistant I:

Incumbents of positions at this level exercise direct supervision (i.e., not through an intermediate level supervisor) over, assign work to and review the performance of 1-5 clerical personnel.

Administrative Assistant II:

Incumbents of positions at this level exercise direct supervision (i.e., not through an intermediate level supervisor) over, assign work to and review the performance of 1-5 professional or technical personnel and 1-5 clerical personnel; and indirect supervision (i.e., through an intermediate level supervisor) over 6-15 personnel.

IX. WORKING CONDITIONS:

Administrative Assistants work in a typical office environment with no unusual working conditions.

X. QUALIFICATIONS REQUIRED AT HIRE FOR ALL LEVELS IN SERIES:

1. Knowledge of the principles and practices of office management.

2. Knowledge of the methods of general report writing.

3. Knowledge of the methods used in the preparation of charts, graphs and tables.

4. Knowledge of the types and uses of general office equipment.

5. Ability to understand, explain and apply the laws, rules, regulations, policies, procedures, specifications, standards and guidelines governing assigned unit activities.

6. Ability to analyze and determine the applicability of data, to draw conclusions and to make appropriate recommendations.

7. Ability to follow written and oral instructions.

8. Ability to gather information through questioning individuals and by examining records and documents.

9. Ability to write concisely, to express thoughts clearly and to develop ideas in logical sequence.

10. Ability to assemble items of information in accordance with established procedures.

11. Ability to determine proper format and procedure for assembling items of information.

12. Ability to prepare general reports.

13. Ability to maintain accurate records.

14. Ability to prepare and use charts, graphs, and tables.

15. Ability to communicate effectively in oral expression.

16. Ability to give written and oral instructions in a precise, understandable manner.

17. Ability to deal tactfully with others.

18. Ability to establish rapport and maintain harmonious working relationships with persons from varied ethnic, cultural and/or economic backgrounds.

19. Ability to supervise, including planning and assigning work according to the nature of the job to be accomplished, the capabilities of subordinates and available resources; controlling work through periodic reviews and /or evaluations; determining subordinates' training needs and providing or arranging for such training; motivating subordinates to work effectively; determining the need for disciplinary action and either recommending or initiating disciplinary action.

20. Ability to exercise sound judgment.

21. Ability to exercise discretion in handling confidential information.

Additional qualifications required at hire for Administrative Assistant II positions:

1. Knowledge of the principles, practices and techniques of supervision .

XI. QUALIFICATIONS ACQUIRED ON THE JOB AT ALL LEVELS IN SERIES:

1. Knowledge of the laws, rules, regulations, policies, procedures, specifications, standards and guidelines governing assigned unit activities.

2. Knowledge of the proper telephone procedures for making and receiving agency calls.

3. Knowledge of the types and uses of agency forms.

Based on assignment, the following additional qualifications may be acquired on the job:

1. Knowledge of the laws, rules and regulations governing the state personnel system.

2. Knowledge of state budgetary procedures relating to positions, salaries and personnel services.

3. Knowledge of the laws, rules, policies and procedures governing Federal Grant Administration.

4. Knowledge of state procedures governing the purchasing and requisitioning of supplies and equipment.

5. Knowledge of state accounting and budgetary procedures including terminology.

Additional qualifications acquired on the job in Administrative Assistant I positions:

1. Knowledge of the principles practices and techniques of supervision.

XII. MINIMUM ENTRANCE REQUIREMENTS:

Administrative Assistant I:

Applicants must have at least (A) two years of full-time, or equivalent part-time, experience in office management, office administration, business administration or business management, the major duties of which included one or more of the following functions: purchasing, personnel management, budgeting, accounting, records management, work simplification, grants management, contract administration or program management, (B) any equivalent combination of the required experience and the substitutions below.

Substitutions:

I. An Associate's or higher degree with a major in business administration, business management or public administration may be substituted for the required experience.*

II. An Associate's or higher degree with a major other than in business administration, business management or public administration may be substituted for a maximum of one year of the required experience.*

*Education toward such a degree will be prorated on the basis of the proportion of the requirements actually completed.

Administrative Assistant II:

Applicants must have at least (A) three years of full-time, or equivalent part-time, experience in office management, office administration, business administration or business management, the major duties of which included one or more of the following functions: purchasing, personnel management, budgeting, accounting, records management, work simplification, grants management, contract administration or program management, or (B) any equivalent combination of the required experience and the substitutions below.

Substitutions:
I. An Associate's or higher degree with a major in business administration, business management or public administration may be substituted for a maximum of two years of the required experience.*

II. An Associate's or higher degree with a major other than in business administration, business management or public administration may be substituted for a maximum of one year of the required experience.*

*Education toward such a degree will be prorated on the basis of the proportion of the requirements actually completed.

NOTE: Educational substitutions will only be permitted for a maximum of two years of the required experience.

XIII SPECIAL REQUIREMENTS:

None.

Occupational Group 12
Revised 5/87

Appendix D

Four Year Plan of Study – Sociology

Sociology

FRESHMAN YEAR

Fall Semester		15 Credits
ENGL 1100	Writing I	(3)
HIST 1400 **OR** HIST 1500	U.S. History I **OR** II	(3)
SOC 1100	Introduction to Sociology	(3)
	Elective (HAF attribute)	(3)
	Free Elective	(3)

Spring Semester		15 Credits
ENGL 1200	Writing II	(3)
SOC xxxx	Sociology Elective	(3)
PSY 1100 **OR** PSY 1200	Introduction to Psychological Science **OR** Lifespan Development	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)

SOPHOMORE YEAR

Fall Semester		15 Credits
SOC xxxx	Sociology Elective	(3)
SOC xxxx	Sociology Elective	(3)
SPCH 1000	Introduction to Speech Communication	(3)
MATH 1700	Applied Statistics	(3)
	LA&S Elective	(3)

Spring Semester		15 Credits
SOC xxxx	Sociology Elective	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)
	LA&S Elective	(3)

JUNIOR YEAR

Fall Semester		15 Credits
SOC 3001	Social Research Methods: Qualitative	(3)
SOC xxxx	Sociology Elective	(3)
	Advanced LA&S Elective	(3)
	Free Elective	(3)
	Free Elective	(3)

Spring Semester		15 Credits
SOC 3002	Social Research Methods: Quantitative	(3)
SOC xxxx	Sociology Elective	(3)
	Advanced LA&S Elective	(3)
	Free Elective	(3)
	Free Elective	(3)

SENIOR YEAR

Fall Semester		15 Credits
SOC 3160	Social Theory	(3)
SOC xxxx	Sociology Elective	(3)
	Advanced LA&S Elective	(3)
	Free Elective	(3)
	Free Elective	(3)

Spring Semester		15 Credits
SOC 4960 **OR** SOC 4970	Sociology Internship (optional)	(12)
SOC xxxx	Sociology Elective	(3)

LA&S Elective List

1 AOM attribute (Art or Music)
3 credits HAF attribute (Health/Fitness)
1 LAB attribute (Lab Science)
1 LIT attribute (Literature)
1 SMT attribute (Sci, Math, & Tech)

Advanced LA&S Options Area

Review the three options with your advisor and submit your decision to the Registrar's Office by completion of 60 credits.

Foreign language proficiency at the intermediate level required for Bachelor of Arts candidates.

Global Diversity Area

Two courses taken must meet the Global Diversity requirement: GDAN course + (GDC or GDCN course) **OR** *GDCN course + (GDA or GDAN course). These courses are allowed to satisfy this requirement and another requirement at the same time.*

Completion of 120 credits required for graduation.

Rev. 9-2018

160 Pearl Street, Fitchburg, MA 01420 ■ Phone: 978-665-3144 ■ Fax: 978-665-4540 ■ admissions@fitchburgstate.edu ■ www.fitchburgstate.edu

Appendix E

Two Year Course Rotation – Sociology

Sociology	*Course Title*	*Frequency of Offering*
SOC 1050	Introduction to Deaf Studies	Every other year
SOC 1100	Introduction to Sociology	Every semester
SOC 2002	Poverty	Every other year
SOC 2007	Sociology of Disability	Less than once every two years
SOC 2010	Consumer Society	Every other year
SOC 2250	Cultural Anthropology	Less than once every two years
SOC 2300	Sociology of Aging	Every year
SOC 2440	Urban Sociology	Every other year
SOC 2500	Race and Ethnic Relations	Every other year
SOC 2510	Peoples and Cultures of Africa	Every other year
SOC 2520	Drugs and Alcohol	Every year
SOC 2600	Sociology of Developing Societies	Every other year
SOC 2620	Sociology of Religion	Less than once every two years
SOC 2630	Sociology of Families	Every year
SOC 2650	Sociology of Organizations	Every other year
SOC 2700	Social Problems	Every other year
SOC 2720	Medical Sociology	Every year
SOC 2750	Criminology	Every semester
SOC 2760	Juvenile Delinquency	Less than once every two years
SOC 2800	Sociology of Education	Every other year
SOC 3000	Social Stratification	Every year
SOC 3001	Social Research Methods: Qualitative	Every year
SOC 3002	Social Research Methods: Quantitative	Every year
SOC 3100	Gender and Society	Every other year
SOC 3110	Soc. Of Sexualities	Every other year
SOC 3160	Social Theory	Every year
SOC 3500	Law and Society	Every other year
SOC 3770	Women in American Society	Less than once every two years
SOC 4901	Independent Study	As needed
SOC 4960	Internship in Sociology	As needed
SOC 4970	Internship in Sociology	As needed
SOC 4975	Directed Study	As needed

Appendix F
Site Supervisor's Evaluation of Internship Form

FITCHBURG STATE UNIVERSITY
BEHAVIORAL SCIENCES DEPARTMENT
Site Supervisor's Evaluation of Internship

Student: **Semester/Year:**

Supervisor Name:
Agency Name:

Street Address:

City/State/Zip Code:

Phone:

Date of Evaluation: _____

This evaluation is the (circle): MIDTERM FINAL

Please evaluate the student's performance using the following scale:

1 = Unsatisfactory	**2 = Needs Improvement**	**3 = Expected Performance**	**4 = Exceeds Expectations**	**5 = Exceptional**
Far below expectations; needs much improvement to function independently in the field	Below expectations; needs some improvements to function independently in the field	Acceptable; Proficient; meets basic standards to function independently in the field	Above expectations; performs above average to function independently in the field	Far above expectations; performs well above average to function independently in the field

	1	2	3	4	5	N/A
Professional Behaviors						
1. Showed understanding of organization's mission and goals						
2. Worked within the structure and the system of the internship site						
3. Was punctual and reliable						
4. Dressed Appropriately						
5. Followed through consistently and thoroughly on tasks						

6. Showed initiative (e.g., asked probing questions, volunteered assistance)						
7. Worked as a team player, when appropriate						
8. Completed all required paperwork up to agency standards						
9. Demonstrated level of confidence appropriate for student at this point						
	1	2	3	4	5	N/A
Supervision Receptivity						
10. Engaged in clear and open communication with supervisor						
11. Sought supervision/feedback effectively to improve skills						
Communication Skills						
12. Communicated effectively with agency personnel, including support staff						
13. Communicated effectively with collaterals (those outside of the agency who support clients)						
Professional Ethics						
14. Practiced agency standards of client confidentiality						
15. Maintained appropriate boundaries in interpersonal relationships						
16. Worked within the bounds of their current professional competence						
Individualizing Services						
17. Established goals with clients						
18. Focused on client's needs effectively						
19. Established rapport with clients of varying needs and perspectives						
20. Exhibited cultural competence						
21. Demonstrated awareness of contemporary issues and trends in the field						

Please provide comments on any rating you feel warrants justification.

_____

_____

_____

_____

_____

Please describe any other activities in which the student performed well.

_____

_____

_____

_____

_____

List areas in which the student should continue to grow.

_____

_____

_____

_____

_____

How has the student grown over the course of the internship? (final evaluation only)

_____

_____

_____

_____

_____

What are your recommendations for the student in terms of a career in the field? (final evaluation only)

_____

_____

_____

_____

_____

Do you have any concerns about the student in terms of a career in the field? (final evaluation only)

_____

_____

Grade to date of experience per Field Site Supervisor (60% of course grade): _____

Here is the FSU Grade System for Reference:

95 – 100 = A = 4.0	80 – 82 = B- = 2.7
92 – 94 = A- = 3.7	77 – 79 = B-/C+ = 2.5
89 – 91 = A-/B+ = 3.5	Below a 2.5 is considered a failing grade for this course
86 – 88 = B+ = 3.3	
83 – 85 = B = 3.0	

Signature of Internship Site Supervisor Date

Signature of Internship Professor Date

Signature of Student Date

Appendix G
Non-intervention (Administrative) Internship Evaluation

Evaluation of Competencies:

Non-intervention (Administrative) Internship Evaluation

This evaluation form is to be completed by the person supervising the student. When the form is completed, please discuss it with the student and give it to the Supervising Professor at the scheduled on-site evaluation interview.

The student is to be evaluated in each of the following areas according to the given scale of values. The scale ranges from 5 to 1, with N/A being used to indicate that the characteristic is not applicable to the setting.

Please evaluate the student's performance using the following scale:
1 = far below average 4 = above average
2 = below average 5 = far above average
3 = average N/A = not applicable

	1 Far Below Average	**2 Below average**	**3 Average**	**4 Above Average**	**5 Far Above Average**	**N/A**
Has appropriate knowledge of organizational resources						
Makes appropriate use of organizational resources						
Has ability to work within the organizational structure and systems						
Can focus on organizational needs						
Can identify organizational issues						
Engages in effective communication with supervisors						
Engages in effective communication with other personnel						
Interacts well with other personnel						
Interacts well with supervisors						
Sensitive to the needs of others						
Sensitive to the organization's values and attitudes						
Can establish immediate and long term goals						
Keeps appointments/meetings on time						

Takes appropriate action when unable to keep appointment/meeting						
Ability to relate real world problems to theoretical or conceptual understanding						
Potential for becoming an effective professional						
Shows flexibility						

	1 Far Below Average	**2 Below average**	**3 Average**	**4 Above Average**	**5 Far Above Average**	**N/A**
Accepts feedback to enhance self-development						
Uses feedback to enhance self-development						
Demonstrates a personal commitment in developing professional competencies						
Accepts feedback to enhance administrative/management skills						
Has ability to organize tasks						
Recognizes own competencies and skills						
Shares competencies and skills with other personnel						

A brief narrative is welcomed. Address the student's strengths and areas for further growth, use of supervision and potential for career development.

Areas of strength:

Areas needing of further development:

Potential for career in the field:

Grade recommended by Site Supervisor for fieldwork: _____

Has this evaluation been discussed with the student? Yes _____ No _____

Site Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Appendix H
Critical Thinking Rubric for Social Theory (SOC 3160)

1	2	3
Work demonstrates a substantially incomplete and/or inaccurate grasp of the historical roots, evolutionary development, and distinctive tenets of key theories. Work reflects absent or shallow application of social theory to social issues. Work does not state student's position. Work reflects absence of statement of problem. Work shows poor or no conclusion / implications and consequences.	Work demonstrates an incomplete but promising grasp of the historical roots, evolutionary development, and distinctive tenets of key theories. Work reflects some application of basic social theory to social issues. Work states student's position, but not explicitly. Work shows fair statement of problem. Work shows good conclusion / implications and consequences.	Work demonstrates a substantially complete and sophisticated grasp of the historical roots, evolutionary development, and distinctive tenets of key theories. Work reflects extensive and nuanced application of basic social theory to social issues. Work states explicitly student's position. Work show a good statement of problem. Work shows very good conclusion / implications and consequences.

Appendix I
Library Report

FITCHBURG STATE UNIVERSITY
AMELIA V. GALLUCCI-CIRIO LIBRARY

To: Sociology Faculty
From: Jacalyn Kremer, Dean of Amelia V. Gallucci-Cirio Library
Renée Fratantonio, Instruction & Research Services Librarian
CC: Franca Barricelli, Dean of Arts & Sciences

Date: January 29, 2020
Re: Library resources and services support for **Sociology** program

The New England Commission on Higher Education's Standard 7.22 calls for "access to library and information resources, services, facilities, and qualified staff sufficient to support its teaching and learning environments and its research and public service mission as appropriate." The purpose of this report is to outline the current Amelia V. Gallucci-Cirio Library's resources, services and facilities that support the undergraduate program in Sociology at Fitchburg State University. The material presented in this report was discussed in December 2019 with the Sociology faculty. After consultation with the Sociology faculty and review of the data compiled for this report, the library resources, services and facilities are deemed sufficient to meet the needs of undergraduate researchers in Sociology and also support faculty in their teaching.

ABOUT Sociology at Fitchburg State University

Students with (first) major as Sociology enrolled in Fall 2018	33

An analysis of the library support needed for the Sociology undergraduate major as well as undergraduates taking Sociology courses as non-majors are classified into three categories: resources, services and facilities.

RESOURCES for Sociology

Researchers in Sociology use academic journals, monographs (books), films, governmental sources as well as NGO information.

1. Journals and Databases

The Amelia V. Gallucci-Cirio Library offers access to over 100,000 online journals in over 165 databases. Specifically for the Sociology major and classes, the Library purchases the databases SocIndex with Full Text, and ProQuest Sociology. The library also purchases policy position type databases such as CQ Researcher, Opposing Viewpoints in Context, and Issues and Controversies. The Library provides access to JSTOR Arts & Sciences Collection which includes 150 journal titles in Sociology, 94 in Anthropology, 39 titles in public policy and administration, 59 journals in peace and conflict and many more titles across a wide range of disciplines. See Library Table 1: Full-text Journal Databases by Disciplines related to Sociology**.** Statistics show the overall usage numbers are good, although we are interested in exploring ways of improving our holdings.

In Fall 2018, the library conducted a journal review project of approximately 400 print and online journals to which the library subscribes (outside of the journals available through the databases). The library determined the annual cost per usage by dividing the annual cost for the journal title by the number of times the journal was used in a year. Criteria was established and applied that allowed the library to cancel journals that were not being effectively used. Three journals in the Sociology area were canceled due to low usage:

- Journal of Policy Analysis and Management (back issues available electronically)
- Politics & Society
- American Sociological Review (still available online through SocINDEX with Full Text from 02/01/1936 to 1 year ago (moving wall))

This journal review project allowed the library to free up money to increase journal offerings in needed areas as determined by interlibrary loan data as well as to purchase large, multi-disciplinary eBook collections. More information about the new eBook collection is below.

The library collection development policy has been, and continues to be, to provide the core journals and databases appropriate for each discipline. Reviews of databases and journals are consulted, peer comparisons are conducted, and faculty input on the effectiveness of the resource is critical when considering new databases. Funds for new databases and/or journals are then requested, and if granted, they are purchased.

2. **Books**

A review of our print collection in the Library of Congress call number ranges specifically associated with Sociology shows over 17,000 print books in our collection. This is an adequate depth of collection. See Library Table 2: Monograph Collection Description and Analysis.

In addition, almost all the books were in the print collection as the Library offered few eBooks. It was our recommendation that an eBook package that includes Sociology books be acquired to meet the needs of the undergraduate researcher and the faculty**.** This would not only increase the number of volumes available, it would also increase the number of books published in the past 5 years. Therefore, effective March 2019, the EBSCO Academic Complete eBook package was subscribed to that included approximately 15,941 Sociology related eBooks to meet the needs of the undergraduate researcher and the faculty**;** 2,669 of these eBooks were published in the last 5 years and 7,788 were published in the past 10 years. In addition to this, we also added the

JSTOR EBA and DDA eBook collections which included 3,107 Sociology related eBooks; 1,907 of these were published within the last 5 years and 2,331 were published within the last 10 years. This increases the number of books associated with Sociology in total to **36,543 books** while providing off-campus access. This total number brings the collection well above the advanced level for undergraduates (over 12,000 books) to the advanced support level.

3. Films and other Media

In 2018, the Library purchased a subscription to the academic streaming film database Kanopy. Many thousands of videos are available with subjects aligned with Sociology. See Library Table 3: Films and Other Media Collection for a breakdown by category.

Library Instruction

SERVICES for Sociology

For all academic departments in the 2019 academic year, faculty librarians taught 194 research sessions and were embedded into 72 courses. Through these efforts, we reached over 4,600 students during the last academic year. With only 6 faculty librarians on staff, the number of classes with research sessions and/or an embedded librarian is impressive and requests continue to increase.

Two research sessions were taught for Sociology courses in the last academic year. There were no Sociology classes that had an embedded librarian in it. At our December, 2019 meeting we discussed how librarians can support the research needs of Sociology students through the library's research instruction program, particularly in research-intensive courses. For example, we recommend increasing library research support through information literacy classes aligned with courses such as SOC 3001 and 3002. An embedded librarian model may be an effective way of supporting the learning outcomes associated with information or research literacy. Sociology faculty noted in December 2019 that they believe students would benefit from working with the library earlier in their degrees and more often, particularly for help with citations. Faculty will reach out to the Renee Fratantonio to set up classes, tutorials, or appointments. See Library Table 4: Research Instruction for more information.

Library Research Guides

The Library offers 35 subject research guides plus 135 course specific guides, covering all disciplines at Fitchburg State. For Sociology, we have created 1 subject research guide and 4 course specific research guides. The usage statistics for the Sociology research guide show the guide was accessed 597 times in AY2018-2019. Starting in fall 2019, the Library's Sociology Research Guide was made available at point-of-need within the Blackboard course management system in all courses, including Sociology, in order to facilitate access. We expect usage to rise. Per our discussion in December 2019, the library will add more content to the existing research guides for Sociology and create any additional guides upon request. Links to accessing the

United Nations' Human Development Reports and the World Bank's World Development Reports are now available in the Sociology Research Guide.

Research Help

The Library offers one-on-one reference services in a variety of modes, including dropping in at the reference desk, making a personal appointment, email, and chat instant messaging service. The overwhelming majority of such services are offered in-person at the research help desk, although this number has declined significantly over time. During the academic year, research help is available to students for 60 hours per week. The aggregate trends in research help appear in Library Table 5: Research Help. Statistics on the use of research help by Sociology students only are not available. As discussed in the December 2019 meeting, faculty can send students to the Research Help Desk to get citations edited before assignments are due. The Sociology librarian suggests having a librarian sign-off on any final reference (citation) lists, so faculty know that a student sought help.

Reserves

The Library's Reserve system is well used by the Fitchburg State community. For example, this semester 98 professors put a total of 595 items on reserves. Checkouts of reserve materials by all students were more than 1,200 during the last academic year. During the current semester, Sociology faculty have put 8 items on reserve. Last academic year the Sociology reserves were checked out 88 times. We hope to discuss with Sociology faculty further opportunities for Sociology faculty to utilize the Reserves program. In addition, the Library is currently exploring ways to increase access to materials by students, including the insertion of digital library resources into courses and the adoption of Open Educational Resources, which would increase student access to no or low-cost textbooks and other course materials.

Interlibrary Services Request

Usage data of Interlibrary Services for Sociology is grouped with Behavioral Science. Data shows Behavioral Science students and professors have typical usage of Interlibrary Loan Services. As a department, they ranked about average on their use compared to other departments. See Library Table 6: Interlibrary Services for details.

FACILITIES for Sociology

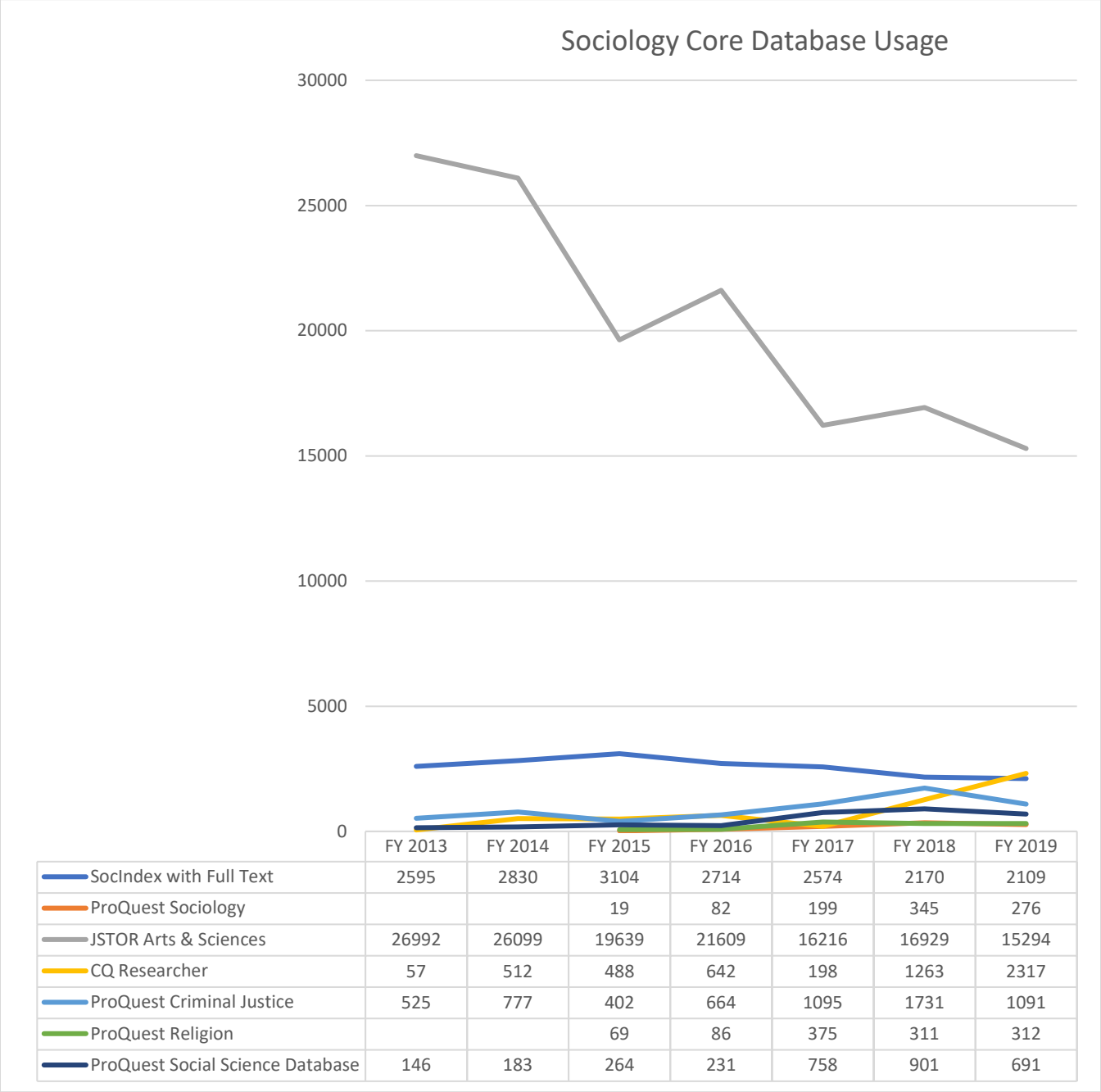
With the Library's recent renovation, students have access to welcoming spaces designed to support individual and group work. Building information is in Library Table 7: Facilities.

Library Table 1:
Full-text Journal Databases by Disciplines related to Sociology

The full complement of databases associated with Sociology can be found on the library website (https://library.fitchburgstate.edu/research/databases/sociology/). Whereas there are 6 directly applicable full-text databases, another 17 full-text databases supplement this core collection. In addition, individual journal titles that stretch across the disciplines and that are embedded within databases or that we subscribe to separately (and which are accessible through Serials Solutions) number in the thousands.

Core Full-text Journal Databases
1. SocIndex with Full Text 1. ProQuest Sociology 2. JSTOR Arts & Sciences 3. CQ Researcher 4. ProQuest Criminal Justice 5. ProQuest Religion 6. ProQuest Social Science Database
Supplemental Full-text Journal Databases
1. A-Z Maps Online 2. Academic OneFile 3. Academic Search Ultimate 4. Ageline 5. America: History & Life 6. Canadian Business & Current Affairs 7. Columbia International Affairs Online 8. Credo Reference 9. Expanded Academic ASAP 10. Global Issues in Context 11. Issues and Controversies 12. Opposing Viewpoints in Context 13. ProQuest Historical Newspapers: The New York Times (1851-2012) 14. ProQuest Research Library 15. Religion & Philosophy Collection 16. Social and Cultural History: Letters and Diaries 17. SpringerLink Package

Database usage data disaggregated by discipline does not exist and it is not possible to determine how many articles were accessed by Sociology faculty and students only. In total though for the Fitchburg State community, over 148,000 articles were accessed through the Library's 168 databases in fiscal year 2019.



	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
SocIndex with Full Text	2595	2830	3104	2714	2574	2170	2109
ProQuest Sociology			19	82	199	345	276
JSTOR Arts & Sciences	26992	26099	19639	21609	16216	16929	15294
CQ Researcher	57	512	488	642	198	1263	2317
ProQuest Criminal Justice	525	777	402	664	1095	1731	1091
ProQuest Religion			69	86	375	311	312
ProQuest Social Science Database	146	183	264	231	758	901	691

Library Table 2:
Monograph Collection Description and Analysis

Fitchburg State University is, by Carnegie classification, a Master's granting institution. The Sociology program offers B.S. and B.A. degrees, and therefore the University must currently

uphold at least the standard of 3a, "Basic Study" for its collections, with the goal of offering the standard of 3b, "Intermediate Study" (see below).

General Guidelines for Monograph Collection Depth

1 Minimal – A level that consists mostly of basic works.
2 Basic Information.
2a A level that introduces and defines the subject and that indicates the varieties of information available elsewhere.
2b Basic Instructional Support – A level that introduces course work and research for undergraduate courses, including a wide range of basic monographs and reference tools pertaining to the subject and targeted to undergraduate students.
3 Study or Instructional Support.
3a Basic Study – A level that supports undergraduate courses.
3b Intermediate Study – A level that supports upper division undergraduate courses.
3c Advanced instructional Support – A level that supports course work and research for graduate and undergraduate courses, including a wide range of basic monographs and reference tools pertaining to the subject.
4 Research – A level that supports independent research and preparation of doctoral dissertations
5 Comprehensive Inclusion – Comprised of all significant works for a defined topic.

*Specific Definitions for Monograph Holdings**

1b (or less) Minimal level = less than 2,500.
2a Basic introductory level = 2,500 - 5,000 titles.
2b Basic advanced level (Community College) = 5,000 - 8,000 titles.
3a Instructional support (lower level undergraduate) = 8,000-12,000 titles representing a range of monographs.
3b Intermediate support level (advanced undergraduate) = more than 12,000 titles representing a wider range than 3a.
3c Advanced support level (Master's degree level) = more than 12,000 titles representing a wider range than 3c.

*Quantitative WLN Criteria for Determining CL (Current Collection Level) Rating

Sociology Book Collection

LC Subject Area Sociology	LC	2019
Social Sciences (General)	H	272
Sociology (General)	HM	2,518
Social history and conditions. Social problems. Social reform	HN	1,597
The family. Marriage. Women	HQ	5,031
Societies: secret, benevolent, etc.	HS	50
Communities. Classes. Races	HT	1,199

Social pathology. Social and public welfare. Criminology	HV	5,307
Anthropology	GN	1,207
Manners and customs (General)	GT	314
Total		17,495

The total number of print books in the call number ranges associated with Sociology is 17,495. This exceeds the number expected for a collection to support lower level undergraduate (8,000-12,000 books) and meets the number set for advanced level undergraduate (over 12,000 books). Effective March 2019, the EBSCO Academic Complete eBook package was subscribed to that included approximately 15,941 Sociology related eBooks to meet the needs of the undergraduate researcher and the faculty**;** 2,669 of these eBooks were published in the last 5 years and 7,788 were published in the past 10 years. In addition to this, we also added the JSTOR EBA and DDA eBook collections which included 3,107 Sociology related eBooks; 1,907 of these were published within the last 5 years and 2,331 were published within the last 10 years. This increases the number of books associated with Sociology in total to **36,543** books while providing off-campus access. This total number brings the collection well above the advanced level for undergraduates (over 12,000 books) to the advanced support level.

Library Table 3:
Film and Other Media Collection

# of Streaming Films by Subject in Kanopy Database	
African Studies	587
Anthropology	968
Ethnicity & Identity	977
Gender Studies	779
Historical Perspectives	1490
Human Rights	555
Latin American Studies	645
LGBT	440
LGBTQ Cinema	191
LGBTQ Stories	278
Media & Popular Culture	401
Political Science	863
Politics & Current Affairs	1465
Race & Class Studies	1014
Religion & Philosophy	1153
Sociology	1137
War & Action	234
Women & Society	654
Total (includes duplicates)	**13,831**

Library Table 4:
Library Instruction

	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Total Instruction Sessions Conducted:	211	197	161	222	263	247	266
Sociology Sessions Conducted:	2	2	0	1	0	1	2
Percentage	0.95%	1.02%	0.00%	0.45%	0.00%	0.40%	0.75%
Total Embedded:	13	16	18	42	99	63	72
No. of Sociology Embedded:	0	0	0	0	0	0	0
Total In-person :	198	181	143	180	164	184	194

No. of Sociology In-person:	2	2	0	1	0	1	2

** The library offers discipline-specific and general information literacy instruction sessions.*

Library Table 5:
Research Help

Library Research Guides

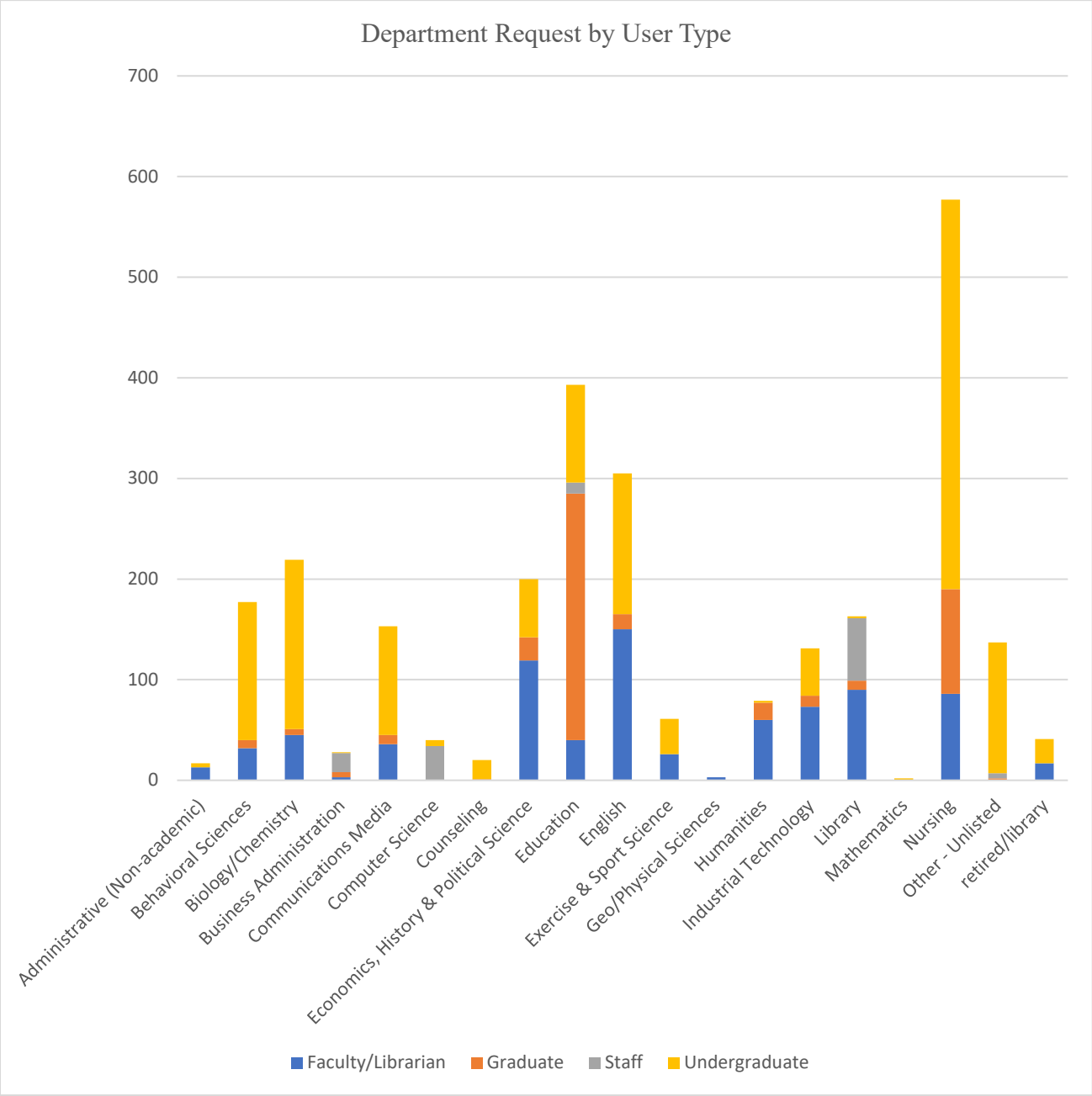
For Sociology, we have created one subject research guide and four course specific research guides. The usage statistics for the Sociology research guide show the guide was accessed 597 times in AY2018-2019. Effective in summer 2019, the Sociology research guide was embedded in all Sociology Blackboard courses; we have seen a considerable usage in guide views since then.

Reference Statistics for University

	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
Total Records	**4377**	**3544**	**2642**	**2497**	**1875**	**2854**	**2803**
Mode of Access	**FY2013**	**FY2014**	**FY2015**	**FY2016**	**FY2017**	**FY2018**	**FY2019**
In Person	3383	2490	1959	1872	1386	2297	2253
Chat	779	678	548	510	308	268	229
Phone/Email	133	272	133	112	162	287	320
Skype	0	12	0	0	0	1	1
Office/Appointment	82	47	2	3	19	0	15
Blackboard	0	27	0	0	0	10	0
Questions by Patron	**FY2013**	**FY2014**	**FY2015**	**FY2016**	**FY2017**	**FY2018**	**FY2019**
Student	3426	3016	2438	2320	1674	2632	2538
Faculty	104	102	59	66	57	65	116
Extended Campus/DL	15	256	27	21	45	112	180
Public/Alumni/Other	165	145	111	79	89	131	123
Staff	29	16	7	11	10	8	14
Unknown	638	13	0	0	0	0	0

Duration	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
0-2 minutes	1510	1449	1104	1006	782	1483	1418
2-5 minutes	1215	1008	735	683	532	689	634
5-15 minutes	1079	628	509	424	327	331	350
15 minutes or longer	466	466	294	384	234	351	401
Blank	107	1	0	0	0	0	0

Library Table 6:
Interlibrary Services



Sociology is included in Behavioral Sciences.

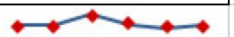
Library Table 7:
Facilities

Space	Specifications
Total Number of Seats in Library	596
Information Commons	Research Help Desk Circulation Desk 61 public computer stations 3 multi-function printers.
Study Rooms	9 large (up to 8 people) containing conference table, white board, media viewing equipment, and Apple TV. 8 small (2 people) containing conference table, computer, and whiteboard.
Media Production Room	Seating up to 7 people containing a computer, Apple TV, ceiling mounted projector, DVD player, and document projector.
Quiet Space	2 floors (3rd and 4th)
Archives	34,889 items used in FY19 38 Special Collections totaling 322 boxes. 13 record groups totaling 480 boxes 2,500 rare books Art collection

Study Room Statistics	FY19
Unique Users	1743
Total Bookings	9454
Hours Booked	16869

Appendix J
Detailed Sociology Enrollment Trends Tables

Departmental Trend Data - Sociology Program

Graduate and Continuing Education: Undergraduate								
	AY 13	AY 14	AY 15	AY 16	AY 17	AY 18		Trend
Total Enrollment in Sociology classes	**147**	**143**	**220**	**157**	**126**	**145**		
Total Enrollment in All Classes	3,879	4,015	4,103	3,750	3,510	3,759		
Percentage of total enrollment: Sociology	**3.79%**	**3.56%**	**5.36%**	**4.19%**	**3.59%**	**3.86%**		
Graduates in the Minor								
Sociology Minor	1	0	0	0	0	2		
Number of Minors								
Sociology Minor	1	1	1	1	5	6		
Total Enrollment in Sociology classes - *Extended*	0	13	0	0	0	0		
SOC	0	13	0	0	0	0		
[1]*Academic Year* covers the fall through summer II semester. (ex. Fall, 2018 through Summer II, 2019 = AY19.								
[2]*Number of Majors* includes major 1 plus major 2.								
[3] Number *Overall Declared Majors* Includes institution-wide major 1 plus major 2.								

Graduate and Continuing Education: Graduate								
	AY 13	AY 14	AY 15	AY 16	AY 17	AY 18		Trend
Total Enrollment in Sociology classes	**0**	**0**	**0**	**0**	**0**	**0**		
Total Enrollment in All Classes	3,443	3,345	3,548	3,965	4,715	7,550		
[3]**Percentage of total enrollment: Sociology classes**	**0.00%**	**0.00%**	**0.00%**	**0.00%**	**0.00%**	**0.00%**		
Graduates in the Major	0	0	0	0	0	0		
Total Degrees Awarded	**485**	**452**	**429**	**384**	**422**	**514**		
Percentage of overall graduates	**0.00%**	**0.00%**	**0.00%**	**0.00%**	**0.00%**	**0.00%**		
Overall declared majors[2]	1,350	1,231	1,323	1,352	1,608	2,337		
Percentage of overall declared majors	**0.00%**	**0.00%**	**0.00%**	**0.00%**	**0.00%**	**0.00%**		
Total Enrollment in Sociology classes - *Extended*	0	0	0	0	0	0		
[1]*Academic Year* covers the fall through summer II semester. (ex. Fall, 2018 through Summer II, 2019 = AY19.								
[2] Number *Overall Declared Majors* Includes institution-wide graduate majors.								
[3] Excludes extended-campus courses								

Program Review Data

Sociology Academic Year (Entering fall term)	4-Year SOC	4-Year Changed	4-Year Overall	6-Year SOC	6-Year Changed	6-Year Overall
2010	33.33%	33.33%	66.67%	33.33%	50.00%	83.34%
2011	16.67%	16.67%	33.33%	16.67%	16.67%	33.33%
2012	16.67%	0.00%	16.67%	16.67%	16.67%	33.33%
2013	60.00%	20.00%	80.00%	NA	NA	NA

2014	0.00%	0.00%	0.00%	NA	NA	NA

	Four-Year	**4-Year Major**	**4-Year Changed**		
Institutional four-year graduation rate:	37.06%	28.64%	8.42%		
(Last five available years)					
	Six-Year	**6-Year Major**	**6-Year Changed**		
Institutional six-year graduation rate:					
(Last three available years)	58.59%	44.11%	14.47%		
Average Years To Graduate:					
(Students graduating within six years)					
	Entering Cohort Year				
	2008	**2009**	**2010**	**2011**	**2012**
	4.33	4.50	4.00	4.00	4.50
Institutional Average:	4.36	4.39	4.32	4.30	4.33