

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Sociology	
Degrees Offered:	MA, PhD <i>Discontinuing - Certificate program in Policy Evaluation (PPE)</i>	
Approved Fields:	<ul style="list-style-type: none"> • Aging and the Life Course (new) • Health and Health Inequality (new) • Inequality, Power, and Social Regulation (new) • Social Demography and Migration (new) • Work, Occupations, and Professions (new) <p><i>Removing the following fields:</i> <i>Diversity and Inequality: integration, conflict and social change</i> <i>Health, Aging and Life-Course Transitions</i> <i>Population Studies</i></p>	
External Consultants:	Pamela Sugiman Professor and Chair Dept. of Sociology Ryerson University	Karen Hughes, Professor Dept. of Sociology University of Alberta
Internal Reviewers:	Andrew Johnson Associate Professor and Chair Health and Rehabilitation Sciences The University of Western Ontario	Lyndsay Foisey Graduate Student Health Information Sciences The University of Western Ontario
Date of Site Visit:	March 30-31, 2015	
Evaluation:	<i>Good Quality</i>	
Approved by:	<i>SUPR-G on September 14, 2015</i> <i>SCAPA on September 30, 2015</i>	

Executive Summary

The graduate program within the sociology department has learning outcomes that are clearly mapped out, and there is good information available within the brief about the way in which the sociology department meets their learning objectives / outcomes. Further to this, the external reviewers noted that these outcomes are consistent with the general goals of Canadian graduate education in Sociology. Although there is a high level of faculty expertise available across the five fields of study within the program, both faculty members and students note that resources are becoming a bit “thin” in areas, possibly due to the fact that a number of sociology faculty members have been pulled away to perform administrative duties elsewhere in the University. This thinning of resources seems to have particular implications for graduate student supervision.

Admission standards for the program are good, and faculty members are generally satisfied with the quality of students recruited. Further to this, the course content was judged by the reviewers to be appropriate for graduate-level study in Sociology. The department has recently added an “in-house” qualitative course, to afford students an opportunity to learn discipline-specific qualitative methodology, and this initiative has been viewed positively by both faculty and students. One potential area for concern raised by students is the timing of the professional development seminar. Currently, this seminar is offered in third year, but the program may benefit from spreading this content over the entire program of study (to facilitate “just in time” learning for students). Students noted that improved consistency across student comprehensive examinations would be welcome.

Significant Strengths of Program:

- opportunity for students to complete specializations in three collaborative programs:
 - migration and ethnic relations
 - transitional justice and post-conflict resolution
 - environment and sustainability
- interdisciplinary and cross- disciplinary training extends the breadth of course offerings, encourages educational and intellectual breadth, and provides students with an opportunity to establish social and professional networks with students and faculty in various departments in the University

Suggestions for improvement & Enhancement:

- the program would benefit from additional faculty members in targeted areas identified by the program
 - based on feedback from students and faculty, it may be beneficial to enhance the program’s strength in methodological expertise in order to complement existing strengths in qualitative research within the program
- the program may want to consider re-designing the professional seminar so that it is offered throughout the program (with sessions geared toward the type of information required at each stage of progression through the program), rather than being offered exclusively in third year
- the program may want to consider refining their comprehensive examination requirements to enhance consistency across all students

Recommendations required for Program sustainability:	Responsibility	Resources	Timeline
Re-design professional seminar to include “phased delivery” of material	Chair, Graduate Chair	teaching resources	September 2016
Refine comprehensive exam requirements to enhance consistency	Graduate Chair	internal	September 2016