

FY2009 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Sociology and Social Work Fort Hays State University

I. DEPARTMENTAL OVERVIEW

A. Departmental Mission and Vision Statements

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

Mission

The Department of Sociology and Social Work at FHSU studies social forces and works to bring about positive changes in the human condition.

Vision

The Department of Sociology and Social Work at FHSU will foster a community of inquiry and social action.

Philosophy

The discovery and understanding of linkages between individual lives and global socio-cultural conditions will be ever important, and changes in these linkages will occur at an escalating pace in the 21st Century. Equipping students to ‘make a life’ is as important as equipping them to ‘make a living.’

Core Values

- Research and theory inform practice and intervention, while practice and intervention inform research and theory.
- High quality undergraduate instruction is central to realizing our mission.
- Providing research and service in both our region and beyond is essential to fulfilling our disciplinary identities as academic citizens of our community, society and world.
- It is critical to incorporate technological change into pedagogy that will better serve student learning needs.

- Our shared Mission and Vision binds the programs of sociology and social work, in such a way that mutual respect and support between the programs is always practiced.
- The faculty within both departmental programs shares a common conception of the knowledge and skills to be inculcated among its graduates; faculty must collectively revisit this vision regularly.
- Irrespective of program, the following knowledge and skills must be cultivated among all students:
 - understanding of disciplinary origins, transformations, and prevailing contemporary trends, including ethical practices;
 - proficient critical thinking and methodological inquiry;
 - effective oral and written communication; and
 - cross-cultural sensitivity and awareness of social justice issues.
- The Department realizes the importance of collaborating with other FHSU units.
- The Department realizes the importance of supporting innovative educational university initiatives such as strategic partnerships with international institutions.

B. Departmental Goals, Objectives, and Strategic Priorities

Departmental-Level Priority Goals and Objectives

Goal 1: Improve the human condition.

- Engage in debating the important theoretical questions that confront our disciplines and professions through research, scholarly activities, and application.
- Seek out opportunities to share our knowledge with students, colleagues and the public at large.
- Scan the external environment to detect and monitor trends and events.
- Impress upon students that as members of the human community they have a responsibility to work toward the betterment of their community, society, and world.

Goal 2: Comprehensively serve distance and on-campus students.

- Seek and support highly qualified full-time and adjunct instructors as valued members of our faculty.
- Continue to underscore the centrality of Liberal Arts in the learning process.
- Continue to engage in quality advising, insuring that students graduate in a timely fashion and are competitive in the job market.
- Continue to provide quality internship and practicum experiences.
- Continue to recognize and nurture outstanding intellectual ability through departmental scholarships, recognitions programs and honorary organizations.
- Continue to provide leadership opportunities for students by sponsoring extracurricular activities.
- Engage in systematic assessment of our programs, allowing us to evaluate and refine ways to improve the learning experience.

- Seek and integrate feedback from graduates toward continuous adjustment and improvement.
- Collaborate with other departments to sponsor programming that will enhance the learning experience.
- Continue to address the special needs of culturally diverse and populations at risk.
- Address needs of on-the-job learners who wish to enhance their knowledge and skills.

Goal 3: Serve and advance the disciplines and the professions of sociology and social work.

- Continue the pattern of cooperation between the sociology and social work programs.
- Maintain a balance between the scholar and practitioner at a department level, and foster the scholarship of application.
- Participate in state, regional, national and international professional organizations.
- Conduct scholarly activity and share/disseminate scholarly information locally, regionally, nationally and internationally.
- Maintain close relationships with accreditation and licensure bodies.
- Produce undergraduates who will be prepared to make contributions to the discipline and the profession.
- Initiate and maintain programs that contribute to the professional development of faculty and staff.
- Continuously evaluate and revise curriculum.
- Continue to hold an annual faculty retreat
- Foster an administrative and collective governance environment that revisits and revises policy that adjusts to changing needs.

Goal 4: Serve the university.

- Actively participate in university recruitment activities.
- Continue our support of the Bachelor of General Studies program by offering the human services emphasis.
- Contribute to the Master of Liberal Studies (MLS) program by continuing coursework and advising in a Cross-Cultural MLS emphasis.
- Emphasize cultural diversity, curricular programming, campus activities, personnel recruitment and student recruitment.
- Continue efforts to internationalize the curriculum and promote student/faculty exchanges.
- Maintain current materials and brochures to promote the department to external constituencies.
- Creative electronic forums that can host digital information about the department and provide for interaction between faculty, students and alumni on matters important to the disciplines and professions.

Goal 5: Serve the region.

- Continue to provide expertise to external organizations and agencies.
- Continue to facilitate evidence-based and innovative community action.
- Continue to prepare social workers to serve underserved, rural counties.
- Continue efforts to positively impact nonprofit service agencies by providing grant writing expertise.
- Continue to provide faculty expertise through participation in the Docking Institute of Public Affairs and FHSU's Speakers Bureau.

- Provide expertise and information via news outlets.
- Continue to deliver out-reach education, particularly to Southwest Kansas (e.g. Social Work Cohort in Garden City through ACCESS US participation).

C. Department Productivity and Distinctive Accomplishments

Service to the Discipline and the Profession

Sociology and Social Work faculty and students are engaged in a number of research and service activities that benefit the discipline and profession. Faculty research projects are quite varied, and some of those projects include: the study of social change in rural and urban areas in a province of China, Judicial Case Management Issues, and participation in the Baccalaureate Education Assessment Program Pilot Study for Knowledge pre-test/post-test. Sociology and Social Work faculty serve as reviewers for the following journal publications: Journal of Social Work Values and Ethics, The Journal of Baccalaureate Social Work, Online Journal of Rural Research and Policy, Journal of the Community Development Society, Rural Sociology, and Society and Natural Resources. One Sociology faculty member and one Social Work faculty member serve as grant reviewers for the U.S. Department of Health and Human Services. One Sociology faculty member is editor of the Missouri Electronic Journal of Sociology. A Social Work faculty member is the president-elect of the Kansas Chapter of the National Association of Social Work.

Service to the Community

A sampling of faculty service activities to the community include: memberships on the Northwest Kansas Rural Business Tax Credit Advisory Board, Northwest Kansas Community Corrections Governing Board, Community Connection, Ellis Library Board, C.A.R.E. Council, Community Health Partnership, Inc., Kansas Legal Services, First Call for Help, National Alliance for the Mentally Ill, Community Action Coalition of Ellis County, Developmental Services of Northwest Kansas, Big Brothers/Big Sisters, Consumer Council of Health Solutions, and the Kansas Association of Addiction Professionals State Curriculum Committee. One faculty member writes a weekly parenting column for The Hays Daily News and addresses parenting issues on a bimonthly radio program. Another faculty member is currently working with the Santee Sioux, the Hmong, and Somalis, offering his grant writing expertise for free to assist them in securing grants. This faculty member wrote a proposal submitted to the Center for Disease Control that received \$450,000 in funding to combat diabetes on the Santee Nation reservation in Santee, NE. (funded in September, 2008). The same faculty member due to the high teen suicide rate on the Santee reservation, proposed, helped form, and am co-leads a new youth group (ages 7-12, both boys and girls) on the reservation to increase pride in self and tribal traditions through close contact with nature (camping out) and traditional stone age technology (learning to start fire with sticks, catch animals with traditional handmade traps, etc.). This is intensive work with the youth that requires 10 weekends a year, plus travel days resulting in around 4 days per trip and 40 days per year. Faculty incorporate their experiences in research and service into their classes, providing students with the direct exposure to the application of sociological and social work knowledge to the real world.

Service to Fort Hays State University

In addition to fulfilling the responsibilities associated with teaching, research and service, the faculty in the Department of Sociology and Social Work serves the educational and professional needs of other units by expending a substantial amount of its resources to address diversity, by maintaining a leadership role in the delivery of off-campus classes, and by seeking and accepting assignments which contribute to the overall operation of the university.

Contributions made to the university by faculty include faculty service on the Faculty Senate, Academic Affairs Committee, Graduate Faculty, Entrepreneurship Committee, General Education Committee, Rural Entrepreneurship in Education Advisory Board, Pilot Award Committee, Arts and Science Tenure Committee, Asian Task Force Committee, Diversity Committee, Phi Kappa Phi Scholarship Committee, Faculty Award Selection Committee, Ethnic Study Committee, FHSU-AAUP, International Teachers' Committee, Culture Club at SIAS University, University Internal Review Board Committee, Accessibility for the Disabled Committee, Affirmative Action Committee, Gerontology Committee, Student Health Committee, Springwell Committee, University Scholarship Committee, Internationalization Committee, University Anti-Semitism Committee, and the EduVentures Advisory Committee.

Service to Students

The Department of Sociology and Social Work has a well-deserved reputation for delivering quality undergraduate education. While individual differences among students are both valued and respected, a common vision of what graduates of our programs should embody exists. The department works to help students achieve their full potentials by requiring demonstrated competence in critical thinking, oral and written communication, research, computer and grant writing skills. Students are taught to deal constructively with uncertainty and change, an ability which is crucial to success.

The Department of Sociology and Social Work offers students an opportunities to focus their educational experiences by offering certificate programs in Addictions Counseling, Life Issues, Grant Writing, Women's and Gender Studies, Community Development and Ethnic Studies. The Social Work Program requires a twelve hour practicum, and the Sociology Program offers an internship to facilitate "hands on" experience. This provides students with avenues to apply theoretical knowledge gained in the classroom to the real world through involvement in faculty research, service projects and internship experiences.

The Department sponsors both a Social Work and a Sociology Club to facilitate interaction among peers, orient students to the respective disciplines in informal and formal ways beyond their classroom experience, foster a deeper respect for and connection to their academic programs that they will carry with them after graduation.

Other Notable Accomplishments

The Department held department- and program-level strategic planning in January 2009. At that time the Chair's revisions/additions to the above Department-level Mission, Vision, Philosophy, Values Statements, Goals and Objectives were reviewed, slightly modified, and approved by the full on-campus Department faculty. Program-level (Sociology program and Social Work program) strategic

planning results reported below were completely developed during the January strategic planning session.

The Department requested and received the first departmental allocation of E-QualityMatters funding, and used this allocation to fund a second Virtual College student advisor to our BA in Sociology majors. A second VC Sociology major advisor is critical primarily for the following reasons: to fulfill advising duties in a timely manner with the growth in numbers of majors since putting the BA degree online; to invest the human capital development in those carrying out the more complex advising role inherent to advising distance students; to ensure that the 'secondary' status of advising as part of the teaching role at FHSU does not inhibit the vastly increased importance of regular communication found to be necessary with online learners (advisors are now the primary and one of the few direct contacts that these learners ever develop with FHSU); and to maintain the time capacity across our core faculty necessary for them concentrate on highest priority activities of online course development, teaching and redevelopment sufficient to offer and maintain the online BA degree.

Conducted a content analysis of 27 Sociology Virtual College courses offered during Spring 2009 to examine a number of teaching practices. This report reflects positively on the use of good practices and rigor of the curriculum, particularly measured in terms of the percentage of the courses requiring culminating term papers and otherwise requiring much writing. A profile report was provided to all faculty teaching VC courses in Sociology. See the report included in Appendix D, Department Program Assessment Results.

The Chair authored and electronically published the first Departmental Newsletter since 2003, and distributed it electronically to all students, alumni (for whom email addresses exist) and faculty (including all adjuncts). A copy was also provided to the University's Integrated Marketing Specialist, Coordinator of Tiger Call, Alumni Association Director, and the COAS Dean. See attached Department newsletter.

Social Work articulated its own program tenure and promotion standards, including a 'Boyerization' of scholarly standards. These new standards were submitted to COAS Dean in Fall 2008 for approval. New program standards were neither rejected nor approved, as we are now awaiting the Provost's vision of Boyerized standards in order to resubmit Social Work's new standards for approval.

The new coordinator of the Department's 30-hour Certificate in Addictions Counseling is building an adjunct instructor cadre, and he is ensuring curriculum alignment with AAPS CEU guidelines.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Freshmen	21	20	16	15	10
Transfer Students	41	40	61	29	41
Undergraduate (first majors/second majors)	211/9	249/5	288/8	270/6	246/4
Major Retention	59.10%	51.94%	68.83%	57.14%	58.69%
Undergraduate Student Credit Hours	9202	10174	11765	11788	9450
Graduate Student Credit Hours	105	75	126	144	201
Tenured or Tenure-track Faculty (Headcount)	6	8	8	8	8
Non Tenure-Track Faculty (Headcount)	4	2	2	1	2
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]	10 adjuncts and 28 sections	11 adjuncts and 33 sections	14 adjuncts and 39 sections	18 adjuncts and 43 sections	17 adjuncts and 53 sections
Undergraduate Degrees	31	33	49	50	47
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators. <ul style="list-style-type: none"> - Made plans to start BSW Cohort II Fall 2009 (to increase number of BSW majors) - Used E-Quality Matters allocation to fund a second advisor to our Virtual College BA in Sociology majors (expand capacity and improve retention) 					
Number of books, book chapters, and refereed articles published	3	4	3	4	3
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]	30% (3/10) May be duplicated faculty count	40% (4/10) May be duplicated faculty count	30% (3/10) May be duplicated faculty count	40% (4/10) May be duplicated faculty count	20% (2/10) Non- duplicated faculty count
Number of non-refereed articles and presentations	13	9	11	15	35
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]					80% (8 of 10 faculty active; non- duplicated faculty count)
Number of scholarly performances and other creative activities	0	0	0	0	0
Percent of faculty in scholarly performances or other creative activities	0%	0%	0%	0%	0%

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
[PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]					
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	0/0	0/0	4/10 Submissions may be duplicated faculty count	0/0	0/0
Total number of funded external grants/percent of faculty funded	0%	0%	25% 1/4 May be duplicated faculty cnt	0%	0%
<p>Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators.</p> <ul style="list-style-type: none"> - Our faculty are extremely productive scholars, particularly considering that it is typical for nearly every faculty member to teach an overload course every semester, summers included. - The annual Department per person faculty development allocation available to each faculty member was increased from \$200 to \$400 in FY09. - NOTE: The 'refereed' publications data are not exactly comparable over time, as the directions on exactly the measure desired are confusing. Note that this year's indicator at first glance would show that such scholarship is down. However, this year's indicator is based on an unduplicated identification of faculty members publishing, as compared to previous years' indicators which may have well been duplicated counts. 					
[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Direct Outcome 1 SOCIOLOGY Percentage increase in pre-/post-assessment average correct answers. Core and only required course in sociological theory (SOC 361). Full pre-/post-assessment report included in Appendix D.					16.1% (increased from 39.3% to 55.4%)
Direct Outcome 2 SOCIOLOGY Percentage increase in pre-/post-assessment average correct answers. Core and only required course in social research methods (SOC 362). Full pre-/post-assessment report included in Appendix D.					40% (increased from 36% to 76%)
Direct Outcome 1 SOCIAL WORK Percentage of graduates passing state board exams				91% 10/11	100% 10/10
Direct Outcome 2 SOCIAL WORK Percentage of graduates who are fully employed in social work				75% 12/16	70% 7/10
Senior students' Level of Academic Challenge			57.65	59.07	58.83
Senior students' Active and Collaborative Learning			35.28	34.52	39.02

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Senior students' Student-Faculty Interaction			43.33	37.38	41.51
Senior students' Enriching Educational Experiences			38.71	33.47	38.76
Senior students' Supportive Campus Environment			56.00	58.85	60.84
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators. - A pedagogy content analysis of Spring 2009 Sociology Virtual College courses' Blackboard sites was conducted. (See Appendix for details)					
[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1 Student satisfaction with online courses as indicated by the mean score on the Virtual College course evaluations. Overall teaching effectiveness item, using a five point scale with a "1" rating as low and a "5" rating as high.	4.3	4.4	4.3	4.3	4.3
Outcome/Indicator 2 Student satisfaction as indicated by the mean score on the TEVAL evaluations. Overall teaching effectiveness item, using a 5 point scale with a "1" rating as low and a "5" rating as high.	4.2	4.2	4.2	4.0	4.0
Briefly note 2-3 improvements over the last year prompted from the above indicators.					

C. Department Quality Initiatives and Results

FY2009 Quality Initiatives	Results
DEPARTMENT Faculty Evaluation and Development Handbook revised and updated as of January 2009	DEPARTMENT Updated the ten year old Handbook. Faculty input and consensus on substantive alterations to: Chronic Low Performance Policy, Department Mission, Vision and Goals statements. Digital versions of all Department Handbook sections now reside on the Department's new Faculty Administrative Blackboard site for easy access by all Department faculty.
DEPARTMENT A departmental Faculty Administrative Blackboard site was developed.	DEPARTMENT This Department site includes the major sections of: Teaching Forms and Resources, Faculty Evaluation and Development Handbook, Tenure/Promotion and Merit Materials, Faculty Committees, Program Strategic Plans, Meeting Agendas & Department News and Faculty Discussion Board. This initiative should accomplish a number of goals: <ul style="list-style-type: none"> • Reduce the social distance between permanent and adjunct faculty • Provide all faculty with an electronic library of and Web links to key teaching resources, pedagogical research findings, tips and tricks • Provide all faculty with updated Department forms and documents

	<ul style="list-style-type: none"> Provide all faculty with a forum in the Discussion Board to discuss any departmental, teaching, research, service issue they may wish/need to discuss with one another
<p>SOCIOLOGY Making preparations to enhance quantitative and statistical skills development of BA in Sociology majors.</p>	<p>SOCIOLOGY Submitted a program change request to make SOC 621 Advanced Sociological Research a core requirement of the BA in Sociology major. With this addition, the MATH 250 Elements of Statistics cognate is dropped as a major requirement. Request approved; becomes effective Fall 2009.</p> <p>Revision to SOC 621 course description to align better with desired increase in quantitative and statistical skills submitted and approved.</p> <p>VC course development proposal for Dr. Brinker to develop SOC 621 submitted and approved.</p>
<p>SOCIAL WORK Prepare for CSWE reaccreditation report</p>	<p>SOCIAL WORK Director of Social Work attended two national meetings focused on program preparation for CSWE reaccreditation under substantially new CSWE standards. A second departmental social work faculty member accompanied the director to one of the two national meetings.</p>

FY2010 Quality Initiatives	Responsible Party, Resources, and Plan
<p>DEPARTMENT Faculty-led teaching consulting group just formed to review online learning outcomes literature, create a department best practices list for online teaching, and consult department faculty on course improvement</p>	<p>DEPARTMENT Faculty-led committee initiative convened by the chair. The consulting group will: develop a best practices in online teaching list; share list with all faculty (permanent and adjuncts); review all current courses incrementally and suggest potential improvements; review newly proposed courses, likely (but not necessarily) in conjunction with the new course development approval process; and not function as a punitive body (should egregious shortcomings be noted in a review, the chair will address the shortcoming directly with the responsible faculty member). This consulting group will convene for the first time in Fall 2009, and complete the literature review necessary to develop a best practices list by the end of January 2010.</p>
<p>SOCIOLOGY Will begin to enhance quantitative and statistical skills development of BA in Sociology majors.</p>	<p>SOCIOLOGY Program change effective Fall 2009 will replace the MATH 250 cognate of Elements of Statistics with a revived and modified SOC 621 Advanced Sociological Research course specifically aimed to increase skills at quantitative research design and statistical analysis of social data.</p> <p>This course will be scheduled into the regular rotation of VC and on-campus sociology core courses.</p>
<p>SOCIAL WORK CSWE reaccreditation report due Spring 2010</p>	<p>SOCIAL WORK During Summer 2009, all social work faculty under the coordination of the BSW director begins the necessary compilation, analysis and reporting of required program indicators; revising of BSW learning outcomes to align with new CSWE standards; and specification and articulation of other program characteristics, revisions and new initiatives necessary to maintaining CSWE accreditation. Social Work faculty will continue with this activity into the fall and submit a report to meet CSWE's deadline. Consultant Grafton Hall will consult. Special accreditation budget funds are being used to support faculty work through the summer and to pay for the</p>

	Hall's consulting services. Funds were requested and approved by the President and Provost.
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D. Institutional Quality Results

FY2009 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	<p>The Department of Sociology and Social Work began its Social Work Cohort Program in January 2007 for the expressed purpose of recruiting students, especially Hispanics for the BSW Program. Of the twelve Cohort I students nearing completion of their BSW, three are bilingual in Spanish and English.</p> <p>Recruitment in FY09 for the scheduled BSW Cohort II start in Fall 2010 has encouraged Hispanic students. Of the 20 prospective students at this time, 11 are bilingual in Spanish and English.</p>
Increase the quantity and quality of K-12 teachers educated	Guest lecture in METHODS OF TEACHING SECONDARY SCHOOL SOCIAL STUDIES for Dr. Ray Wilson, "Teaching Sociology at the Secondary Level" by Professor Rose Arnhold on September 29, 2008.
Improve undergraduate students' foundational skills	<p>Submitted and were approved for a curriculum change (effective Spring 2010) that adds SOC 621 Advanced Sociological Research to our BA in Sociology core requirements.</p> <p>Sociology courses tend to be writing intensive, such that any single major will have had a good deal of writing assignments prior to graduation. A pedagogy content analysis of Sociology Virtual College Spring 2009 courses' Blackboard sites found that the percentage of courses requiring a term paper is 48%, and the percentage of course grade based on written assignment performance ranges from 33% to 100%, with an average of 64%.</p>
Enhance physical wellness of students, faculty, and staff	We are located on third floor Rarick and sixth floor Wiest. Faculty and staff are encouraged to skip the elevator in favor of the stairs whenever possible, but no new initiatives were undertaken by the Department formally in FY 2009.
Internationalize the campus and curriculum	<p>Dr. Keith Campbell taught SOC 333VA Global Forces in a Changing World for the first time in Fall 2008.</p> <p>Department offered IDS 350VE Tak Ming U08, SOC 145VB SNU S09.</p>

III. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

SOCIOLOGY

Current Strengths	Current Needs
<p>Strong group of adjunct faculty</p> <p>Collaboration among adjuncts and full-time faculty in sharing course development ideas and materials</p>	<p>Full-time staff operating at least at full capacity (probably beyond full capacity to ensure sustainable quality in all three job areas)</p> <p>Funded VC majors Advising Specialist 0.5FTE position shared with Justice Studies.</p>
Future Opportunities	Future Threats
<p>Increased budget for VC course offerings (due to budget crisis)</p> <p>Using FHSU's new office in Denver to help with recruitment</p>	<p>Budget crisis</p> <p>Increased competition in the online BA degree market</p> <p>No new VC advising resources on the horizon (particularly with budget crises)</p>

SOCIAL WORK

Current Strengths	Current Needs
<ul style="list-style-type: none"> -Faculty are experienced practitioners and have diverse practice backgrounds. -Faculty are active in scholarly pursuits regionally, nationally and internationally. -Program has established program in Addictions certification curriculum. -Faculty has very strong regional connections in social work practice agencies. -Faculty are involved in macro social work such as advocacy at the state level to advance and regulate the practice of social work and addictions counseling. -Faculty are engaged in partnerships with the community and student organizations. -Faculty are active with recruiting potential students particularly students of diverse backgrounds in southwest Kansas. -Program has strong structure with extensive practice content to prepare students for rural social work practice. -Program receives positive feedback from outside 	<ul style="list-style-type: none"> -Lack of program resources for recruitment -Lack of program flexibility due to accreditation standards

<p>agencies regarding the performance of past students. -Program graduates have above average rate of first time pass rate for licensure in Kansas. -Program is part of a collegial atmosphere in the department</p>	
Future Opportunities	Future Threats
<p>-Start a second BSW Cohort program fall 2009 -Non credit continuing education seminar for addictions counselors in ethics, confidentiality and high risk medical issues -Pursue a partnership with a university in Mexico for recruitment and student faculty exchange - Pursue a partnership with a university in Israel for recruitment and student faculty exchange -Examine the feasibility of offering social work theory courses online and condensing the program schedule to reduce required on-campus residency to one year</p>	<p>-Declining student population base in western Kansas -Declining financial resources -Difficulty competing with degrees offered in other human service fields that are available 100% online</p>

B. Opportunities for Improvement

[NOTE: Long-term OFIs are meant to be resource-intensive changes requiring permanent or one-time resources that can favorably impact the department over the long-term.]

Long-Term Strategic Initiatives	Resources Required	Expected Result
<p>Virtual College student Advising Specialist position funded at an adequate level to support a 0.5FTE Advising Specialist position shared between Sociology and Justice Studies. The 0.5 Advising Specialist will insure a professional approach to advising the 350-400 online majors, will insure early identification of problems, and will allow for continuity over summer. In addition to the high volume of advisees, the challenges of distance advising are many and complex, sufficiently so to necessitate a specialist. Both units have defined this as their most important action plan for two cycles now.</p>	<p>Monetary resources required is consistent with the 2009 action plan request Personnel: \$20,000 Fringes: \$7,302 OOE: \$1,000 Total: \$28,302</p>	<p>Appropriate individual will be hired and trained to provide consistency, accurate information, well informed advising decisions, and services through TigerEnroll.</p> <p>Support of this position is needed in order to help ensure: fulfillment of advising duties in a timely manner with the growth in numbers of majors since putting the BA degree online; investment of human capital development in those carrying out the more complex advising role inherent to advising distance students; that the 'secondary' status of advising as part of the teaching role at FHSU does not inhibit the vastly increased importance of regular communication found to be necessary with online learners (advisors are now the primary and one of the few direct contacts that</p>

		<p>these learners ever develop with FHSU); and protect time capacity across our core faculty necessary for them concentrate on highest priority activities of online course development, teaching and redevelopment sufficient to offer and maintain the online BA degree.</p> <p>EVALUATION OF POSITION Annual student advisor evaluations and performance feedback from Chairs.</p>
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IV. SUPPORTING MATERIALS**A. Department Degree Program Affinity Diagram(s)**

[ATTACH A CURRENT AFFINITY DIAGRAM FOR EACH DEGREE PROGRAM IN THE DEPARTMENT]

B. Department Staffing Plan

[ATTACH DEPARTMENT STAFFING PLAN]

C. Bibliography of Departmental Scholarly Activity

[ATTACH BIBLIOGRAPHY INCLUDING ALL SCHOLARSHIP/CREATIVE ACTIVITY COMPILED UNDER SECTION II COMPLETED BY DEPARTMENTAL FACULTY]

D. Department Program Assessment Results

[ENCLOSE MORE COMPLETE ASSESSMENT RESULTS. THIS DATA MIGHT BE IN SOME OTHER SYNTHESIZED FORMAT THAT CAN BE ATTACHED (SURVEY, TRACKING TEMPLATE, ETC.)]

- Core Sociology methods and theory courses pre-/post-assessments
- Spring 2009 Sociology Virtual College course pedagogy content analysis

E. Other Departmental Information

[ENCLOSE ADDITIONAL INFORMATION, ACCREDITATION, AWARDS, ETC]

General Parameters

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
3. Note deadlines attached below.

Annual Timeline for Department Annual Report

March 1	Draft template distributed to Deans.
April 15	Final template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 th day counts) distributed to Chairs and Deans in the departmental template.
June 1	Student system information (graduates, SCH) delivered to Chairs.
June 1	Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College Annual Report due to Assistant Provost for Quality Management and Provost.