FY2011 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

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:
 - o understanding of disciplinary origins, transformations, and prevailing contemporary trends, including ethical practices;
 - o proficient critical thinking and methodological inquiry;
 - o effective oral and written communication; and
 - o 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.

Departmental Goals, Objectives, and Strategic Priorities В.

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
- 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
- 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 consulting and expert speaking upon request.
- 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).

Department Productivity and Distinctive Accomplishments C.

Service to the Discipline and the Profession

A faculty member was awarded a Fulbright Seminar Abroad (Brazil) (Summer 2011), awarded by the United States Department of Education and the J. William Fulbright Foreign Scholarship Board. 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 reviewed national grant competition proposals for National Institutes of Health funding. Another Sociology faculty member reviews grant proposals for the One Sociology faculty member is editor of the Missouri Electronic Journal of Sociology. A Social Work faculty member served again this year as the president 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 III, 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. 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 and its standing committees and ad hoc committees, Graduate Faculty, General Education Committee, Assessment Committee and Review Committee, Advisory Committee to the Virtual College, Research Environment Committee, Pilot Award Committee, Arts and Sciences 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, National Survey of Student Engagement Task Force and the EduVentures Advisory Committee. Faculty are also often called to serve on search committees.

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 Stages and Transitions, Grant Writing, Women's and Gender Studies, Community Development and Ethnic Studies. A new Sociology Certificate program, Social Entrepreneurship, was added this year. 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 has been a very active participant in the creation of curricular standards as Kansas Behavioral Sciences Regulatory Board assumes responsibility for setting standards for and regulating addiction counseling in Kansas. With legislative change in the 2010, new standards for addictions counselors in Kansas requires counselors to have baccalaureate degrees and some, yet to be finalized, 30-hours of curriculum with practicum that prepares students to site for a newly required licensure exam. So, in addition to the Department's efforts to help shape final curriculum standards, the Department is preparing to create a track in addictions counseling in its B.A. in Sociology degree.

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.

II. **DEPARTMENTAL PERFORMANCE METRICS**

Department Performance Indicators A.

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen	16	15	10	18	8
[20 TH DAY FALL SEMESTER, HEADCOUNT]					
Sociology (BA,116-2208)	5	4	2	6	2
Social Work (BSW,116-2208)	11	11	8	12	6
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	61	29	41	47	39
Sociology (BA,116-2208)	48	23	31	22	29
Social Work (BSW,116-2208)	13	6	10	25	10
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	288/8	270/6	246/4	260/4	251/3
Sociology (BA,116-2208)	207/5	187/4	182/3	165/3	169/1
Social Work (BSW,116-2208)	81/3	83/2	64/1	95/1	82/2
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	3	5	2	3	4
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	63.86%	57.50%	58.68%	58.82%	61.26%
Sociology (BA,116-2208)	61.49%	57.64%	59.67%	55.11%	63.75%
Social Work (BSW,116-2208)	68.83%	57.14%	56.41%	69.35%	56.99%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	11,765	11,788	9450	9540	9992
Graduate Student Credit Hours [TOTAL GRAD SCH]	126	144	201	254	287
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	8	8	8	8	8
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	2	1	2	3	3
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]	14/39	18/43	17/53	19/83	20/90
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	49	50	47	46	42
Sociology (BA,116-2208)	31	35	36	31	31
Social Work (BSW,116-2208)	18	15	11	15	11

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	3	4	3	4	4
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2011 (FACULTY PUBLISHING/TOTAL FACULTY)]	30%	40%	20%	27%	27%
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	11	15	35	13	18
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]			80%	36%	72%
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	0	0	0	0	0
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	0	0	0	0	0
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	4/10%	0/0%	0/0%	0/0%	0/0%
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	25%	0%	0%	0%	0%

Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators.

- Our faculty are 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, and was increased from \$400 to \$600 in FY10. That \$600 per person funding level was continued in FY 2011.
- NOTE: The 'refereed' publications data are not exactly comparable over time, as the directions on exactly the measure desired are confusing. F10 and F09 indicators are unduplicated identification of faculty members publishing, as compared to previous years' indicators which may have been duplicated counts (i.e. Total refereed publications/(Total headcount of tenured & tenure track faculty + Total headcount of non-tenure track faculty)

[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

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
satisfaction, alumni and employer data, or any other perception based data.]					
Direct Outcome 1 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 IV Supporting Materials, section D.			16.1% On- campus	17% On- campus	18% On- campus 25% Virtual College
Direct Outcome 2 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 IV Supporting Materials, section D.					18% On- campus NEW INSTRUM ENT
Direct Outcome 3 Percentage in pre-/post-assessment average correct answers. SOC 355 Death and Dying.					17% On- campus NEW INSTRUM ENT
Direct Outcome 4 Sociology senior exit assessment was designed by those FHSU Sociology faculty who are the primary instructors of the respective core degree courses that are meant to achieve the BA in Sociology degree affinity diagram's learning outcomes. Seventy-one items were included, and each item has a five-answer multiple choice response set that includes "don't know."					68.8% is overall percentag e of correct answers NEW INSTRUM ENT
Direct Outcome 1 SOCIAL WORK Percentage of graduates passing state board exams		91% 10/11	100% 10/10	100% 11/11	100% 12/12
Indirect Indicator 2 Percentage of graduates who are fully employed in social work		75% 12/16	70% 7/10	82% 9/11	80% 12/15
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.15 57.65	53.87 59.07	54.65 58.83	55.9 59.76	56.4 59.90
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	44.61 35.28	45.85 34.52	45.34 39.02	46.1 39.25	43.9 39.04
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	44.19 43.33	44.73 37.38	45.34 41.51	41.0 36.32	38.5 33.33
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	33.44 38.71	34.09 33.47	34.72 38.76	34.0 34.39	32.9 35.77
Dept senior students' Supportive Campus Environment	59.06 56.00	57.30 58.85	59.57 60.84	60.3 60.98	60.8 55.23

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
[FHSU SCE SCORE, DEPT SCE SCORE, N, %]					
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	33 33%	28 27.2%	31 30.1%	36 35.6%	37 44.0%

Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.

In the Fall of 2010, the Sociology program faculty designed a set of items to be administered as a senior exit exam. The exam will assess learning objectives specific to the 21 hour SOC core, which are aligned with the learning outcomes listed in the BA in Sociology's affinity diagram.

[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.)]

6-1-1/1		
Outcome/Indicator 1 NEW IN SPRING 2010 Student satisfaction with VIRTUAL COLLEGE courses as indicated by the mean score on FHSU's online evaluations newly launched in S10. Global satisfaction item using a five point scale with 1 "strongly disagree" and 5 as "strongly agree." "I would recommend this instructor to other students."	4.1 Spring 2010 only (new)	4.3 SOC Spring 2011 only 3.6 SOCW Spring 2011 only (last semester for addictions counseling as SOCW)
Outcome/Indicator 2 NEW IN SPRING 2010 Student satisfaction with ON-CAMPUS courses as indicated by the mean score on FHSU's online evaluations newly launched in S10. Global satisfaction item using a five point scale with 1 "strongly disagree" and 5 as "strongly agree." "I would recommend this instructor to other students."	4.4 Spring 2010 only (new)	4.4 SOC Spring 2011 only 4.3 SOCW Spring 2011 only
		1

C. Department Quality Initiatives and Results

FY2011 Quality Initiatives	Results
[NARRATIVE OF FIRST QUALITY	[MEASURABLE RESULTS OF THIS GOAL]

INITIATIVE]	
DEPARTMENT Added to the Department's a "Best Practices in Online Teaching"	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: 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 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
SOCIOLOGY The senior exit assessment was designed by those FHSU Sociology faculty who are the primary instructors of the respective core degree courses listed. Seventy-one items were included, and each item has a five-answer multiple choice response set that includes "don't know."	Chair conducts survey. Chair produces report of results by item and topical areas of exam.
SOCIAL WORK Hosted CSWE site visit.	As of a result of both a very positively received self study and the site visit conclusions, the BSW program was re-accredited by CSWE to the year 2019.

FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
SOCIOLOGY Department Chair leads in redesigning the IDS 350 Multiculturalism in the U.S. course per the request of the Provost and Dean.	Initially under the Dean's leadership, many among the Department core faculty who teach the course and many adjuncts will revamp the course. The redesign team drafted a new course description and course learning objectives. The team also began review of curricular materials. At present, it is expected that a redesign will be completed by the end of the 2011-12 academic cycle.
SOCIOLOGY The senior exit assessment	Chair distributes results to faculty. Faculty discusses implications for improvement in program content, pedagogy and other factors that affect learner outcomes. Implement any improvement initiatives.

Institutional Quality Results D.

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for	Recruitment to BSW Cohort II encouraged Hispanic students. Cohort II

Hispanic students	started in Fall of 2009. Of the 10 students at this time 8 are Hispanic, and 7 are bilingual in Spanish and English.
Increase the quantity and quality of K-12 teachers educated	Guest lecturer in METHODS OF TEACHING SECONDARY SCHOOL SOCIAL STUDIES for Dr. Ray Wilson, "Teaching Sociology at the Secondary Level" by Dr. Kate McGonigal, Fall 2010.
Improve undergraduate students' foundational skills	In Fall 2009 the Department began offering SOC 621 Advanced Sociological Research, a new core BA in Sociology degree requirement.
	Sociology courses tend to be writing intensive, such that any single one of our majors will have had a good deal of writing assignments prior to graduation. A 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%. The core sociological theory course requires extensive writing with feedback from the professor throughout the semester.
Enhance physical wellness of students, faculty, and staff	We are located on third floor Rarick and third floor Custer. 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 2010.
	Also, Department Chair shared with faculty his written synopsis of Michael Pollen's In Defense of Food. A work that offers a (re-)education on what really constitutes nutritious human food. That is, largely foods with which humans co-evolved versus our nutrition-reductionism defined set of healthy food vitamins and minerals and our heavily processed foods, ubiquitous (and celebrated) since about the turn of the 1900s.
Internationalize the campus and curriculum	Dr. Keith Campbell taught SOC 333VA Global Forces in a Changing World during Fall 2010 and Spring 2011.
	Dr. Keith Campbell began teaching activities for SOC 333 Global Forces in a Changing World as Credit by Documentation at request of Organizational Leadership to augment its degree program at Sias University, China.
	Dr Pelgy Vaz taught SOC 460VA and on campus during Spring 2011.
	Department offered IDS 350VE Tak Ming U10.

III. FY2011 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

A full strategic planning retreat was held at a Department and at program levels in January 2009. A "booster" retreat was held in January 2010 and in January 2011.

SOCIOLOGY

Current Strengths	Current Needs
Strong group of adjunct faculty Collaboration among adjuncts and full-time faculty in sharing course development ideas and materials	Full-time staff operating at least at full capacity (probably beyond full capacity to ensure sustainable quality in all three job areas) A Virtual College majors Advising Specialist position funded at 0.5FTE, possibly shared with Justice Studies. Increased adjunct salaries for VC course offerings
Future Opportunities	Future Threats
Use of social media marketing in consultation with Academic Marketing Specialist on campus Adding an Addictions Counseling track to the BA in Sociology degree program Implementation of Sociology senior exit exam will give valuable feedback for program improvement through assessment	Increased competition in the online BA degree market No new committed VC advising resources

SOCIAL WORK

Current Strengths	Current Needs
2011 CSWE reaffirmation	Increasing time pressures on faculty such as divergent
Increase of student enrollment both on campus and in	schedules, virtual college demands, etc.
the cohort program	Increased time spent tracking advising problems due to
Completion of 2+2 agreements with Kansas community	tiger enroll
colleges	
Active recruitment of students statewide through high	
schools and community colleges	
Strong faculty involvement in research and service	
Diverse specialties among faculty members	
Ongoing curriculum development to remain relevant to	

best practices and rural western Kansas needs i.e. the elderly, addictions, rural poverty. Collegial faculty relationships Curriculum is expansive and intensive with regard to direct practice and student readiness for graduate education. Strong involvement in relevant state-wide professional organizations Administrative support for the social work program Strong focus on diversity and global social work	
Future Opportunities	Future Threats
Potential relationships with additional community colleges Exploration of a MSW program Potential opportunities for cohort classes in other areas in the state Develop additional curriculum delivery formats to serve future student populations Provide workshop presentations for professionals and the community (i.e. CEUs, community education seminars, etc) Investigate additional marketing opportunities for the social work program (e.g. recruitment both in-state and with contiguous states) Participate in the Annual Majors and Graduate Programs Fair	Financial constraints from the state Decreasing population base in the university service area Lack of understanding (both knowledge deficits and misconceptions) among the general student population about the social work profession Difficulty competing with degrees offered in other human service fields that are available 100% online

B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date		
Articulation of a BA in Sociology Addictions Counseling Track that would prepare students for emerging State addictions counseling licensure standards and the newly created State standard that new addictions counselors complete a 4-year baccalaureate degree program.	None at this time, but resources may be needed depending upon BSRB's decisions about curriculum standards.	Have drafted and submitted a preliminary curriculum for discussion within BSRB be used to help articulate eventual degree requirements. This will help to shape BSRB expectations and eventual standards.		
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	Monetary resources required is consistent with the 2010 action plan request Personnel: \$20,000 Fringes: \$7,302 OOE: \$1,000	Appropriate individual will be hired and trained to provide consistency, accurate information, well informed advising decisions, and services through TigerEnroll. Support of this position is needed in		

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.	Total: \$28,302	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 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. EVALUATION OF POSITION Annual student advisor evaluations and performance feedback from Chairs.
Explore feasibility of an MSW program (possibly advanced standing status)	New resources would be necessary in fielding an MSW. At minimum, some level of new faculty FTE would be required.	2011-12 academic cycle

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

COLLEGE OF ARTS AND SCIENCES AFFINITY DIAGRAM FOR MAJOR IN SOCIOLOGY

Effective June 2011

What are the **elements/building blocks** of a degree in the Department of Sociology and Social Work that will meet the educational needs of the prospective Sociology major?

Characteristics of Sociologists	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods	
Demonstrate knowledge about Social Theory Students will possess the theoretical background to understand the discipline. Exhibit Cross-Cultural Awareness Students will demonstrate awareness of different cultural orientations. Recognize Social Injustice Students will understand the relationship between social structure and social inequalities. Engage in Critical Thinking Students will demonstrate the ability to identify strengths and weaknesses of competing views. Demonstrate Articulate Communication Students will demonstrate competency to express sociological ideas. Possess Sociological Research Skills. Students will demonstrate the ability to apply the scientific method to the social world.	GOAL 1: To understand the sociological perspective, the origin of sociology as a discipline, and the contributions of the major figures in the discipline. GOAL 2: To understand the significance of culture and the processes of culture creation, culture transmission and culture reformulation. GOAL 3: To understand, analyze, and apply the major theoretical orientations in the disciplines. GOAL 4: To understand the process of social change as reflected in the transition from traditional to modern to postmodern societies. GOAL 5: To understand the research process and the strengths and weaknesses of various methods used to investigate the social world. GOAL 6: To understand social diversity and inequality. GOAL 7: To effectively convey sociological ideas through writing. GOAL 8: To acquire marketable skills.	REQUIRED CORE COURSES: SOC 140 Introduction to Sociology	ASSESSMENT MEASURES Graduating senior exit assessment Pre-/post- tests in core theory and methods courses Alumni Surveys Teaching Evaluations Virtual College Evaluations Student Evaluations of Internships Peer Evaluations Supervisor Evaluations of Internships Evaluations of General Education Courses Undergraduate Employment Data	Exiting senior assessment will be administered annually. Results by content area will be provided to faculty for program improvement purposes. Each faculty will conduct an assessment of one of the classes he/she teaches and will submit the findings along with information about how the assessment data will be used to alter how the class will be taught the next time it is offered.

	* CERTIFICATE IN WOMEN'S AND GENDER STUDIES	

H:/MAINOFFICE/AFFINITY DIAGRAM.

COLLEGE OF ARTS AND SCIENCES AFFINITY DIAGRAM FOR MAJOR IN SOCIAL WORK

SPRING 2008

What are the **elements/building blocks** of a degree in the Social Work Program that will meet the educational needs of the prospective social work major?

Characteristics of BSW Social Workers	Expected Learning Outcomes	Curriculum	Assessment Approach and Methods
1. Knowledgeable History of Social Work Current Issues and Trends Human Behavior and the Social Environment Social Welfare Policy and Services Research Social Work Ethics Practice Family Systems Group Systems Organizational and Community Systems Organizational for Generalist Practice Intervention Model Demonstrates Communication Skills Demonstrates Leadership Skills Demonstrates Problem Solving Skills Demonstrates Assessment Skills	1. To know and understand both the history of the social work profession and the current status, trends, issues in the field 2. To know and apply theories of human behavior and the social environment that include the bio-psycho-social aspects of micro theories and the organizational, community and societal aspects of macro theories. 3. To understand the dynamics and social significance of discrimination and oppression and how to change systems in order to advance the course of social and economic justice 4. To apply the knowledge, values and skills of generalist social work practice with individuals, families, groups, organizations, and communities. 5. To apply the values and ethics of social work in professional practice and to use these values & ethics to resolve ethical dilemmas in practice. 6. To apply communication skills effectively with client systems of all sizes, colleagues, employers, and community members. 7. To demonstrate problem-solving thinking in professional Social Work practice by the competence applied in the SW process in helping client systems.	Curriculum 1. SOCW 260 Introduction to Social Work	Approach and Methods Knowledge Research Technology Written Examinations Papers Research Projects Oral Presentations Practicum Evaluations Group Simulations Skills Group Exercises Case Studies Journaling Class Group Projects Videotaped Interviews and Process Recordings Social Histories and Assessments Skills Workbook class exercises Practicum Research Projects Practicum Evaluations Values Self-Awareness Exercises Self-Assessments Classroom exercises Practicum Journals Practicum Supervision Practicum Evaluations
Demonstrates Intervention Skills Demonstrates Evaluation Skills	To analyze social policies and their impact on client systems, Social Work Services, and social agencies, and their role in the development of social problems and social and economic justice.	3 hrs. SOCW 468 Social Work Field Practicum3 hrs. IDS 400 Bioethics (Required Cognate)3 hrs.	Knowledge State Licensing Board Examinations
3. Ethical Knows values and ethics of profession Knows values and ethics of employer Knows and understands ethics of community	9. To demonstrate a level of professional competence that is based on self-understanding, including a realistic assessment of one's own strengths and prejudices, and the skills necessary to keep one's personal values and ethics from interfering with one's practice. 10. To demonstrate a respect for and	6. SOCW 380 G.P.: Introduction to Practice	Undergraduate Employment Rate Baccalaureate Evaluation and Assessment Program: Employer Surveys Admission to graduate MSW programs.

Understands personal values and ethics Knows how to resolve ethical dilemmas

- 4. Cross-culturally Competent Respects clients of diversity Understands clients of diversity Knows how to work with clients of diversity
- 5. Competent with populations-at-risk Respects clients-atrisk Understands clients at-risk Knows how to work with clients-at-risk
 - 6. Competent in Major Social Work Roles Counselor Educator Broker Case Manager Mobilizer Mediator Facilitator
- 7. Competent in Problem-Solving

Advocate

Able to analyze and evaluate problem situations Demonstrates Critical Thinking Skills

- 8. Sensitive to Social and Economic Injustice Understands discrimination and oppression Promotes social planning, social action, and social change
- Computer Literate Demonstrates knowledge about computer technology Demonstrates use of computer skills in social work jobs

competence with client systems of diversity, especially African Americans, Hispanics, Asian Americans, Native Americans, gay and lesbian persons, socially and economically disadvantaged

- To demonstrate respect for and competence with populations-at-risk, including the developmentally disabled, the chronically mentally ill, the chemically addicted, victims of family violence, especially women and children, rural elderly, and the rural poor.
- To understand and evaluate research studies, in order to apply relevant and valid research findings to social work practice.
- To seek out and utilize supervision in practice in order to monitor and to promote growth in professional practice, and in order to provide guidance in applying research methods to one's own practice or in program evaluation.
- To demonstrate the ability to assume successfully the role of baccalaureate social worker in any social agency or host
- To demonstrate Social Work leadership by taking the initiative to remedy organizational, institutional and community discrimination and oppression through social planning, social action, and social change.

ı	SOCW 462 G.P.: Org. and Community Systems3 hrs.
	SOCW 468 Social Work Field Practicum3
	7. SOCW 467 Social Work Profession Seminar3
	SOCW 468 Social Work Field Practicum3 hrs.
	8. SOCW 310 Social Welfare Policy & Services I
	hrs. SOCW 410 Social Welfare Policy & Services II
	9. SOCW 380 G.P.: Introduction to Practice3
	hrs.
	SOCW 463 Introduction to Practicum3
	hrs. SOCW 467 Social Work Professional Seminar3
	hrs. SOCW 468 Social Work Field Practicum3 hrs.
	10. SOCW 260 Introduction to Social Work 3
	hrs. SOCW 410 Social Welfare Policy and
	Services II
	hrs.
	SOCW 322 Human Behavior & the Social Environment II
	hrs.
	SOCW 380 G.P.: Introduction to Practice3
	SOCW 381 G.P.: The Helping Relationship3
	hrs. SOCW 461 G.P.: Family Systems3
	hrs. IDS 350 Multiculturalism in the US
	(Required Cognate)3
ļ	hrs. 11. SOCW 260 Introduction to Social Work 3
	hrs.
	SOCW 380 G.P.: Introduction to Practice3
	SOCW 381 G.P.: The Helping Relationship3

SOCW 420 Human Behavior & the Social

12. SOCW 362 Methods of Social Research......3

13. SOCW 467 Social Work Professional Seminar....3

14. SOCW 463 Introduction to Practicum......3 hrs. SOCW 467 Social Work Prof. Seminar...... 3 hrs. SOCW 468 Social Work Field Practicum......3 hrs.

hrs. SOCW 467 Social Work Professional Seminar....3

hrs. SOCW 468 Social Work Field Practicum......3

hrs.

hrs. SOCW 468 Social Work Field Practicum......3

Environment III......3

DEPARTMENT ANNUAL REPOR	RT FY2011
SOCW 462 G.P.: Org. and Community Systems3 hrs.	Practicum Instructor Surveys of Program
SOCW 468 Social Work Field Practicum3	, ,
hrs.	Skills
7. SOCW 467 Social Work Profession Seminar3	Practicum Instructor
hrs. SOCW 468 Social Work Field Practicum3	Evaluations of Practicum Students
hrs.	Baccalaureate
8. SOCW 310 Social Welfare Policy &	Evaluation and
Services I3	Assessment Program:
hrs. SOCW 410 Social Welfare Policy &	Practice Skills Pretests
Services II	and Postests 2.
0.000W200.CB L	Employer Surveys
9. SOCW 380 G.P.: Introduction to Practice3 hrs.	Undergraduate
SOCW 463 Introduction to Practicum3	Employment Rate
hrs. SOCW 467 Social Work Professional Seminar3	Admission to Graduate MSW Program
hrs.	Ü
SOCW 468 Social Work Field Practicum3	Values Baccalaureate
ms.	Educational and Assessment Program:
10. SOCW 260 Introduction to Social Work 3	1.
hrs. SOCW 410 Social Welfare Policy and	Values Pretests 2.
Services II	Values Posttests
hrs. SOCW 322 Human Behavior & the Social	Curriculum Program
Environment II3	Development
hrs. SOCW 380 G.P.: Introduction to Practice3	Practicum Advisory
hrs.	Committee Academic Advisory
SOCW 381 G.P.: The Helping Relationship3 hrs.	Committee
SOCW 461 G.P.: Family Systems3	
hrs. IDS 350 Multiculturalism in the US	
(Required Cognate)3	
hrs.	
11. SOCW 260 Introduction to Social Work 3 hrs.	
SOCW 380 G.P.: Introduction to Practice3	
hrs. SOCW 381 G.P.: The Helping Relationship3	
hrs.	
SOCW 461 G.P. Family Systems	

	15. SOCW 410 Social Welfare Policy & Services II	

H:/MAIN OFFICE/AFFINITY DIAGRAM

Department Staffing Plan В.

College of Arts and Sciences Department Staffing Plan and Assignments Department of Sociology and Social Work Fall, 2011

(1)	(2)	(3)	(4)	(5)		(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Anticipated Departmen t Needs	Faculty Member	Future Faculty Expertise Needed	Retiremen t (Birthdate	Assigned Instructiona l FTE's	Rai Current Date	nk	Degree Complet ed	Track	Curre nt Salary In Line	Nat'l Average For Disciplin e/ Rank	%Above(Belo w) Nat'l Average	Peer Average For Disciplin e/ Rank	%Above(Belo w) Peer Average
Life Issues Human Services Applied Sociology	R. Arnhold	Sociology of Gender Sociology of the Family Sociology of Death & Dying Multiculturali sm	1941	1.0	Associa te Profess or	198 0	M.A.	Tempora ry					
Cultural Diversity Applied Sociology	K. Campbell	Multiculturali sm Cultural Anthropology Grantwriting Native American Issues	1948	1.0	Profess or	198 5	Ph.D.	Tenured					
Research Methods Introductor y Sociology	G. Brinker	Research Methods Survey Research Applied Sociology Internship	1956	.5 Docking .5	Profess or	200	Ph.D.	Tenured		TENUE DENSI Tenure	TTY d 7		
Internation al Sociology Group Dynamics Gerontolog y	P. Vaz	Comparative Soc. and Cultures Group Dynamics Gerontology Multiculturali sm	1951	1.0	Profess or	199	Ph.D.	Tenured		FACUI DIVER	LTY RSITY		
Sociologic al Theory Research Methods Applied Sociology Survey and Field Research	B. Zollinger	Environmenta 1 Sociology Sociological Theory Internship	1970	.5 Admin .5	Profess or	199 9	Ph.D.	Tenured		Women Men men			
Communit y Theory & Developme nt Research Methods Urban and Rural Sociology	M. Walker	Sociology Through Cinema Social Research Methods Community Development Internship Apprenticeshi	1961	.5 Docking .5	Instruct or	200	M.S.	Renewab le		RACIA Indian Cauca	1		
Practice Practicum	T. Davis	Field Practicum Policy Analysis Research Methods	1970	.25 .75	Associa te Profess or	199 8	Ph.D.	Tenured					

Practice Practicum Forensic Social Work	J. Caprez	Practice Theories & Methods Diversity & Populations- at-Risk Values & Ethics Community Forensic Social Work	1940	1.0	Associa te Profess or	199 4	MSW	Tenured
Human Behavior & the Social Environme nt Intro. to Social Work Family Systems Addiction Coordinato	K.Carsw ell	Generalist Practice Values & Ethics Diversity & Populations- at-Risk	1961	1.0	Assista nt Profess or	200 8	MSW	Tempora ry (Tnure Track vacancy)
Social Welfare Policies and Services Research	P. Levy	Social Justice Gerontology Generalist Practice Values and Ethics	1947	1.0	Assista nt Profess or	200	Ph.D.	Tenured
Methods Feminist Theory Social Deviance Inequality	K. McGonig al	Sociological Theory Social Research Methods Social Inequality Sociology & Gender	1970	1.0	Assista nt Profess or	200 4	Ph.D.	Tenure Track
Internation al Lecturer	R. Martine	Cultural Anthropology	1943	1.0 Primarily allocated to Informatics since F08	Interna- tional Lecture r	200	ABD	Renewab le

Bibliography of Departmental Scholarly Activity

SCHOLARLY PRESENTATIONS

Brinker, G., K. McGonigal and T. Bartholomew 2011. "Effects of Wearing Pink Uniforms on Female Athletic Performance." Presented at the Midwest Sociological Society conference. St. Louis. March.

Carswell. K. "Using Person-Centered Case Management to Coordinate Interdisciplinary Services" at the Texas Homeless Conference in Corpus Christi, TX October 8, 2010

Carswell. K. "Statewide Outcomes for Strengths Based, Person Centered Interventions." Kansas Council on Social Work Education Retreat March 31, 2011 in Council Grove.

Davis, T., Carswell, K. 2010. "Using a person centered, strengths based case management model to coordinate interdisciplinary services." Presented at the 2010 CSWE Annual Program Meeting. Portland, OR.

Levy, P., "Spirituality in Practice: Healthcare Counseling Roles with Chronically Ill Patients," International Conference on Religion and Spirituality in Society 2011, Chicago, February 2011

Levy, P. "Human Sustainability in the Face of Incidents of Mass Violence: The Psychological Dynamics and Effects of Trauma on Emergency Response Interventions," The Asian Conference on Arts & Humanities. Osaka, Japan, June 2010

McGonigal, K. 2010. "City of Ellis Law Enforcement Needs Assessment Survey Results." Paper presented at Southwestern Social Science Association conference. April 2. Houston, Texas.

Vaz P and R.M. Castaneda. 2011. "Ancestral Traditions, Modern Economies: Sustainability and Empowerment of Rural Communities in the Andes." National Social Science annual conference, Las Vegas, Nevada, April 19, 2011.

Zollinger, B. "Who Has License? Socioeconomic (SES) Differences Between Resident and Non-Resident Upland Game Hunting Barriers." (with Benjamin Wheeler and **Mike Walker**). Presented at the Midwest Sociological Society annual conference, St. Louis, March 2011.

NON-REFEREED ARTICLES

Caprez, J. and **T. Davis.** Fall, 2010. Authored the FHSU BSW program response to the Council on Social Work Education Site Visit Report

Walker, M. 2010. "Findings from Spring 2010 Surveys of High School Seniors in Western Kansas: [9 KANSAS HIGH SCHOOL REPORTS]." June. Hays, KS: Docking Institute of Public Affairs.

Walker, M. 2010. "Tiny Teeth Healthy Habits: Surveys of Two Populations of Parents in 2009 and 2010." August. Hays, KS: Docking Institute of Public Affairs.

Walker, M. 2011. "Lake County Labor Basin Labor Availability Analysis – 2011." February. Hays, KS: Docking Institute of Public Affairs.

Sun, J. and M. Walker M. 2011. "Kansas Small Business Development Center 2010 Client Satisfaction/Economic Impact Surveys." March. Hays, KS: Docking Institute of Public Affairs.

SCHOLARLY ARTICLES SUBMITTED

Brinker, G. submitted "Socioeconomic Development and Fertility Trends Among the States of India" with Robin Amonker to *Asian Survey* and "Sociological Quarterly."

Levy, P. (**forthcoming**) Book Chapter: "Critical Incident Trauma Intervention: A Sense of Coherence Approach to Psychological First Aid with Student Survivors," in the *Handbook of Critical Incident Analysis* (M.E. Sharpe, Inc.)

Levy, P. Article submission: "Spirituality in Practice: Healthcare Counseling Roles with Chronically Ill Patients," Common Ground Publishers, October 2010, resubmission March 2011.

Squires, Josephine and **Pelgy Vaz.** 2011 (**forthcoming**). "Distance Education in the Social Sciences: Opportunities and Challenges." *National Social Science Journal*. Volume 1.1

ARTICLES AND BOOK CHAPTERS PUBLISHED

Davis, T. 2010. "Conceptualizing Psychiatric Disorders Using the Four D's of Diagnoses." *Internet Journal of Psychiatry*. *I*(*1*). ISSN: 2155-7349

Levy, P. (Spring 2010). New Theoretical Framework for Managing the Effects of Trauma Developed by Social Work Professor, *Research Matters: The Newsletter of Research and Creative Activity at Fort Hays State University*, Fort Hays State University, Hays, KS

Vaz, Pelgy 2010 "Aging" Pp 273-284 in *Understanding Sociology*, edited by Nandi Crosby, BTV Publication.

Wilson S. and **P.Vaz.** 2010 "Women without a Voice: The Paradox of Silence in the Works of Sandra Cisneros, Sashi Deshpande and Azar Nafisi." Ethnic Studies Review, Vol.33, Issue1 (Spring/Summer)

BOOKS PUBLISHED

REVIEWER FOR NATIONAL GRANTS

SERVICE LEARNING

ONGOING RESEARCH

Levy, P. Research Topic: "Staff attitudes on aging and wellness as impacted by their work with elders in an Israeli Senior Center" (Please see materials sent by Director, Laura Babai). I have been conducting a literature review with the help of Forsythe Library and have received an extension from Dr. Crowley for submission of the Summer Research Application at the Graduate School.

Levy, P. and P. Vaz Co-researchers, Ongoing research, "Hispanic Elderly in the Workplace," with the Senior Employment Resource Corporation in Wichita, Kansas, 2009 to present

Levy, P. Research on Mass Trauma Intervention and emergency management on University campuses, and with national disasters and terrorism, from September 2008 to present including development of researched essays for Homeland Security curriculum (July 2010)

McGonigal, K. 2011. "The Effects of Pink Uniforms on Female College Athletic Performance." Paper presented at Midwest Sociological Society conference. March 25. With **Dr. Gary Brinker** and Tanner Bartholomew. Preparing for possible publication.

Vaz. P. Writing a chapter on "Culture" for Introduction to Sociology book (work in progress, hope to submit it by June 30, 2011)

Vaz. P. Writing a paper on "Optimal Aging: A Holistic Approach to Living" (work in progress, hope to submit this paper to a Journal by December, 2011)

Vaz. P. Indigenous People and Modern Economies: Sustainability and Empowerment of Rural Communities in the Andes (work in progress)

EDITORIAL ACTIVITIES

Brinker, G. Editor, Missouri Electronic Journal of Sociology.

Caprez, J. Contributing editor for Journal of Baccalaureate Social Work

REVIEWER OF ARTICLES/BOOKS

C. Department Program Assessment Results

Sociology 2010-11 Exiting Senior Assessment Results

Thirty-four people graduated with a BA in Sociology degree during one of the following semesters: Summer 2010, Fall 2010 or Spring 2011. These 34 graduates constitute the population of individuals to whom the assessment instrument was directed. Web-based survey software was used to administer the instrument, and graduates were invited to take the assessment via a two waves of e-mailed invitation letters containing the Web link for instrument access. After two invitation waves and six weeks of an open survey window (first week of May through second week of June 2011), seven of the 34 (20.6%) completed the exit assessment. Below is a table reporting percent correct response by item and average percent correct by course. Items were designed to measure degree learning outcomes primarily to be achieved by the core degree courses (these intended learning outcomes are specified in the BA in Sociology affinity diagram). The senior exit assessment was designed by those FHSU Sociology faculty who are the primary instructors of the respective core degree courses listed. Seventy-one items were included, and each item has a five-answer multiple choice response set that includes "don't know."

		2010-11 Grad Yr (n=7 of 34) Response rate = 20.6%
	Item order on exit exam	% correct
Introduction to Sociology	1	86
	2	86
	3	100
	4	100
	5	100
	6	71
	7	100
	8	86
	9	86
	10	100
	Avg % correct	91.5
Principles of Culture		
	11	71
	12	86
	13	43
	14	43
	15	86
	16	100
	17	100
	18	57
	19	43
	20	29
	21	71
	Avg % correct	66.27272727

Soc Theory and Lit			
•		22	29
		23	14
		24	71
		25	71
		26	71
		27	43
		28	29
		29	100
		30	43
		31	71
	Avg % correct		54.2
Methods of Social Rsch	O .		
		32	43
		33	14
		34	57
		35	43
		36	100
		37	100
		38	71
		39	57
		40	57
		41	43
	Avg % correct		58.5
Advanced Soc Rsch	0		
		42	86
		43	86
		44	86
		45	86
		46	29
		47	86
		48	43
		49	14
		50	43
		51	71
	Avg % correct		63
Social Inequality	· ·		
, ,		52	72
		53	100
		54	71
		55	57
		56	71
		57	86

	58	86
	59	100
	60	100
	61	71
	Avg % correct	81.4
Grant Proposal Writing	-	
	62	71
	63	71
	64	29
	65	71
	66	57
	67	86
	68	71
	69	29
	70	100
	71	71
	Avg % correct	65.6
	GRAND Avg % correct	68.6056338

METHODS OF SOCIAL RESEARCH (SOC 362) LEARNING ASSESSMENT

FALL 2010

Pre- and post-tests were administered to students at the beginning and end of the semester, respectively, to gauge change in knowledge of selected basic social research methods content over the course of the semester. Below is an analysis comparing percent correct response to the multiple choice items in the assessment instrument at both pre- and post-course administrations. The denominator to calculate percent correct includes all who took the assessment, irrespective of whether the student took both the pre- and the post-test.

Pre-test n=19

Post-test n=15

A. Item	B. Pre-test % correct	C. Post-test % correct	D. % correct change (C-B)	
1	74	100	26	
2	53	73	20	
3	90	100	10	
4	68	100	32	
5	63	93	30	
6	33	73	40	
7	21	60	39	
8	15	80	65	
9	*	*		
10	26	26	0	
11	42	93	51	
12	56	73	17	
13	50	40	-10	
14	89	93	4	
15	74	80	6	
16	74	73	-1	
17	90	100	10	
18	94	93	-1	
19	84	93	9	
20	83	73	-10	
				% avg
			17.74	change

 $[\]ensuremath{^{*}}$ Upon analysis of results, validity problem in item was discovered.

Will revise item for subsequent administrations.

Conclusions:

The average percentage change (17.74%) from pre- to post-test demonstrates improvement in learning. This average masks substantial improvements in learning as measured by seven items, where the change exceeds a 25 percentage point improvement. Yet, there were declines in performance on five items, with three of those five showing a 10 percentage point decline in correct response. In two items, the decline was only 1%. Combining these decline items with the one item that stayed the same in percentage response means that no improvement occurred on almost one-third of the items. There is a content theme of sampling concepts and design measured by two of these non-improving items. Sampling is already one of the course content areas most explicated. For

the next offering of the course, the instructor will attempt to stress the portions of sampling content measured by these two non-improving items. Among the other items remaining items there is no content them strongly tying them together, so the instructor will attempt to improve instruction on concepts measured by these items independently.

INSTRUMENT:

POS	T-evaluation THIS IS NOT A PART OF YOUR GRADE!				
Met	Methods of Social Research (SOC 362), Fall 2010, Dr. Zollinger				
Nan	ne Major				
Fill	in the circle that corresponds to your answer.				
1.	The distinction between quantitative and qualitative data in social research is essentially the distinction between:				
	a. philosophy and religion.				
	b. good data and less good data.				
	c. useful data and less useful data.				
	d. numerical and nonnumerical data.				
2.	Sampling error reflects:				
	a. the degree of error to be expected for a given sample design.				
	b. the mistakes we make in picking our sample.				
	c. the probability of selecting each element.				
	d. the degree to which our interval is incorrect in systematic sampling.				
3.	Causal reasoning suggests that:				
	a. we use a premodern view.				
	b. present circumstances cause future circumstances.				
	c. future circumstances cause present circumstances.				
	d. probabilistic reasoning is not involved.				
4.	Samantha has concluded that living in a coed residence hall makes residents more androgynous. As she continues her				

research, she tends to focus on events and situations that fit this pattern. Which error in inquiry is reflected?

	a. inaccurate observation
	b. illogical reasoning
	c. overgeneralization
0	d. selective observation
5.	Georgette observed a few preschool children at play and saw what she thought was a pattern in all preschool children's play behavior. She committed which error?
	a. inaccurate observation
	b. overgeneralization
	c. selective observation
	d. illogical reasoning
6.	Manuello did an experiment on workers in an insurance company to examine the effect of a new computer system on workers' attitudes and productivity. He had no control group. He noticed that as he simplified the computer system, worker productivity and positive attitude went up. He then complicated the computer system and monitored the worker closely, only to discover that their productivity and positive attitude again increased. What was probably at work?
	a. The Rosenthal effect.
	b. A badly measured independent variable.
	c. A badly measured dependent variable.
0	d. The Hawthorne effect.
7.	If you are particularly concerned about how well a sample represents a population, pay particular attention to the:
	a. nonprobability design.
	b. cluster design.
	c. sampling interval.
0	d. sampling frame.
8.	Which design addresses the problem of testing interaction with the stimulus?
	a. Solomon four-group design
	b. double-blind design
	c. one-shot case study
	d. static group comparison

9.	has chosen sociology as a major. Which one of the following can be said about her concept of choice of major?
	a. She needs to study more people.
	b. She can go ahead and do her study relating the two variables.
	c. She really has only one concept.
	d. One of her variables isn't really a variable because it has only one attribute.
10.	Makita studied the literature on binge drinking and discovered a pattern between gender and binge drinking that might be logically and theoretically expected. She then did her study of college students and drinking. Which approach is reflected?
	a. deductive
	b. transductive
	c. applied
	d. inductive
11.	The classical experiment includes all of the following <i>except</i> :
	a. independent and dependent variables.
	b. pretesting and posttesting.
	c. laboratory and natural settings.
	d. experimental and control groups.
12.	Gilbert wanted to study only students who do very well in class because such students would best help him test his theory. He asked 20 professors for the names of high achieving students and he then interviewed them. Which sampling design does this example reflect?
	a. reliance on available subjects
0	b. purposive
	c. snowball
0	d. quota
13.	When people selected for a sample are not typical or representative of the larger population from which they have been

selected, we have:

	a. a parameter.
	b. a statistic.
	c. a negative confidence interval.
	d. bias.
14.	"Natural" experiments refers to experiments which:
	a. contain no artificial ingredients.
	b. occur naturally in the laboratory.
	c. encourage people to act naturally.
	d. occur naturally without the experimenter's intervention.
15.	"All politicians are crooked. How crooked do you feel your own representatives are?" The major flaw in this item is that it:
	a. is biased.
	b. is too short.
	c. contains negative items.
	d. is irrelevant.
	After designing a questionnaire, the surest protection against such mistakes as ambiguous questions is to:
	a. pretest the questionnaire with people who at least somewhat resemble your eventual sample.
	b. let it set for a few weeks so that the errors become more apparent.
0	c. put it through the computer and do a factor analysis.
	d. run it through a grammar-checking computer program.
1.7	
17.	Margaret used this question in her questionnaire given to students: "Are you satisfied with your grade in this class and the amount of homework?" What is the major weakness with this item?
	a. It is unclear.
	b. It is double-barreled.
	c. Respondents are not competent to answer.
	d. It is biased.

18.	Participation in research should always be voluntary.
	True
	False
19.	Overgeneralization can lead to selective observation.
	True
	False
20.	Probability sampling provides a sample from a population such that the sample contains essentially the same variations that exist in the population.
	True
	False

Sociological Theory and Literature (SOC 361VA **virtual college**): Learning Assessment Spring 2011 Dr. Brett Zollinger

Pre- and post-assessments were administered to students at the beginning and end of the semester, respectively, to gauge change in knowledge of selected basic social research methods content over the course of the semester. Below is a report of results from the Spring 2011 Virtual College offering of SOC 361 VA.

Following this brief report is the instrument used as the assessment. The instrument is comprised of two vignettes written in such a way as to assess the course learning objectives:

- Become proficient at recognizing the major classical and contemporary theoretical frameworks that attempt to explain the social world
- Become skilled at analyzing any social theoretical orientation to determine its major assumptions/assertions along common theoretical dimensions
- Become skilled at comparing and contrasting theoretical frameworks as to their strengths and weaknesses when applied to a particular phenomenon
- Become skilled at applying social theoretical frameworks to explain a contemporary social phenomenon

Upon considering each vignette, the student must use his/her understanding of social theory to identify the prevailing theoretical orientation expressed in the vignette, determine the orientation's originators/noteworthy proponents, and analyze the orientation with regard to a couple of the common classification schema dimensions of theory as understood in the discipline. Items used to assess learning are multiple choice. They are items appearing only on the assessment instrument (in fact, SOC 361 does not include testing, but instead, requires extensive weekly written analytical reviews of the theory and a culminating term paper for purposes of evaluating performance).

RESULTS n=8 SOC 361VA Virtual College section Spring 2011

			D. % correct change (C-	
A. Item	B. Pre-test % correct	C. Post-test % correct	В)	
Q1	63	75	12	
Q2	63	88	25	
Q3	38	88	50	
Q4	50	100	50	
Q5	88	100	12	
Q1b	0	38	38	
Q2b	25	38	13	
Q3b	63	75	12	
Q4b	63	75	12	
Q5b	75	100	25	
				% avg
			24.9	change

Interpretation:

The average percentage change (24.9%) from pre- to post-test demonstrates improvement in learning. This average masks substantial improvements in learning as measured by three items, where the change exceeds a 30 percentage point improvement.

Sociological Theory and Literature (SOC 361 **on campus**): Learning Assessment Spring 2011 Dr. Brett Zollinger

Pre- and post-assessments were administered to students at the beginning and end of the semester, respectively, to gauge change in knowledge of selected basic social research methods content over the course of the semester. Below is a report of results from the Spring 2011 on campus offering of SOC 361.

Following this brief report is the instrument used as the assessment. The instrument is comprised of two vignettes written in such a way as to assess the course learning objectives:

- Become proficient at recognizing the major classical and contemporary theoretical frameworks that attempt to explain the social world
- Become skilled at analyzing any social theoretical orientation to determine its major assumptions/assertions along common theoretical dimensions
- Become skilled at comparing and contrasting theoretical frameworks as to their strengths and weaknesses when applied to a particular phenomenon
- Become skilled at applying social theoretical frameworks to explain a contemporary social phenomenon

Upon considering each vignette, the student must use his/her understanding of social theory to identify the prevailing theoretical orientation expressed in the vignette, determine the orientation's originators/noteworthy proponents, and analyze the orientation with regard to a couple of the common classification schema dimensions of theory as understood in the discipline. Items used to assess learning are multiple choice. They are items appearing only on the assessment instrument (in fact, SOC 361 does not include testing, but instead, requires extensive weekly written analytical reviews of the theory and a culminating term paper for purposes of evaluating performance).

RESULTS

N=5

SOC 361 on campus Spring 2011

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A. Item	B. Pre-test % correct	C. Post-test % correct	D. % correct change (C-B)	
Q1	0	100	100	
Q2	60	80	20	
Q3	100	80	-20	
Q4	100	100	0	
Q5	40	100	60	
Q1b	20	20	0	
Q2b	0	60	60	
Q3b	100	80	-20	
Q4b	60	20	-40	
Q5b	80	100	20	
				% avg
			18	change

Interpretation:

The average percentage change (18%) from pre- to post-test demonstrates improvement in learning. This average masks substantial improvements in learning as measured by five items, where the change is at least a 20 percentage point improvement. It will be important during future offerings of the course to better explicate differences between a scientific and an interpretive mode of social inquiry (way of knowing), as q4b relating to this topic matter actually shows a 40% decline in correct answers from pre- to post-test.

INSTRUMENT	
NAME	_ SPRING 2011
SOC 361 Post-assessment	

Instructions:

Read each of the Vignettes below, and then answer the set of questions associated with each Vignette.

Vignette 1.

Social researcher Alana Simms decides to investigate some observations that have sparked her interest in Hispanics living in Southwest Kansas. She has noticed that, compared to other nonmetropolitan areas of Kansas, Southwest Kansas seems to have many more Mexican Americans. Their presence as an ethnic group is fairly obvious to her as she has traveled and shopped in that part of the state, and she particularly notices that the least expensive housing stock in the area appears disproportionately occupied by Hispanics.

Alana views the well-being of a category or a group of people to largely be determined by whether they have sufficient resources to shape their own future. When people do not, she believes they are always subject to being controlled, exploited, and oppressed by those who do have relatively high levels of resources (particularly owners of medium to large businesses). She wonders whether Hispanics in Southwest Kansas tend to have higher or lower incomes than the average for that area of the state, and in particular, whether average Hispanic income is higher or lower than non-Hispanics. She gathers and analyzes the most recent US Census data to determine average income differences. She then decides that another important part of knowing how Hispanics in that area of the state compare to non-Hispanics is trends in Hispanics holding offices in local government and even serving as representatives to state government from Southwest Kansas. She gathers data from local election offices, local government directories, and state executive and legislative governmental listings that allow her to determine the extent of Spanish surnames among the office holders over the past 20 years. Finally, while level of income and extent of involvement in governance are critical in Alana's opinion for understanding Hispanic social dynamics in Southwest Kansas, by far the most important data to Alana are trends in the rate of Hispanic business ownership and the extent to which Hispanic owned businesses are growing in number and in net revenues.

- 1. From the approach Alana is taking to study Hispanic social dynamics in Southwest Kansas, would you say her theoretical perspective is closest to:
- A. Functionalism
- B. Social Exchange
- C. Social Conflict
- D. Phenomenology/Social Constructionism
- E. DON'T KNOW
- 2. From among the social theorists listed below, which offers a theoretical explanation of the world closest to that which Alana is using to examine social dynamics of Hispanics in Southwest Kansas?

- A. Michel Foucalt
- B. Karl Marx
- C. George Herbert Mead
- D. Emile Durkheim
- E. DON'T KNOW
- 3. Which theoretical dimension is most descriptive of Alana's study approach?
- A. Idealist
- B. Materialist
- C. Equally both
- D. Neither
- E. DON'T KNOW
- 4. Which theoretical dimension is most descriptive of Alana's study approach?
- A. Deterministic
- B. Free-will (or free agency)
- C. Equally both
- D. Neither
- E. DON'T KNOW
- 5. Does Alana's study approach seem to reject the scientific method as a way of knowing the social world, or does it seem to accept the scientific method?
- A. Rejects the scientific method
- B. Accepts the scientific method
- C. DON'T KNOW

Vignette 2.

Social researcher, Byrum Campus, has just completed a study of Hispanic social dynamics in Southwest Kansas. Byrum has concluded that the vast majority of Hispanics in Southwest Kansas are from various areas of Mexico, and that there seems to be migration streams of Hispanics into Southwest Kansas stemming from particular Mexico communities over time (consistent points of origination). He finds that these Hispanic immigrants tend to decide to move to Southwest Kansas after they learn about the US and what life is like in destination communities of Southwest Kansas from people of their local community who have moved to Southwest Kansas and then send word back to family and friend networks living in their Mexican hometown.

Byrum also determines from extensive face-to-face interviews and participant observation in Hispanic churches and festivals that the Mexican immigrants in some communities feel much more welcomed and involved than other Southwest Kansas communities. He finds that in some communities, members of the local churches seem to really reach out and invite Hispanics to join the congregation. Such churches, though still predominately non-Hispanic, have even recruited bilingual Sunday school teachers. In communities where local Mexican immigrants feel less welcomed, he finds that there is a determination to form their own churches, where services are conducted in Spanish. He finds that in

communities where Hispanics feel isolated from the larger community, there is a strong skepticism about non-Hispanics, and parents tend to convey a deep distrust of non-Hispanics. He finds that parents in such communities tend to discourage use of English in the home, even though their children are now being instructed in English at school.

Byrum also believes from his extensive field data collection that there is a high level of cultural identity unique to each group of Hispanics that is maintained from their community of origin in Mexico. Though non-Hispanics tend to treat Hispanics in Southwest Kansas a single homogenous group, in reality, according to Byrum, there are many differing Hispanic groups with their own cultural identity and definition of reality. How any of these groups will react to local governmental or state policies that can affect them is dependent, he finds, on the particular group's own definition of itself and the immediate social situation that the group faces.

Finally, when his colleague, Alana (from Vignette 1 above), recommends to Byrum that his approach really needs to incorporate her data for a clearer understanding of social dynamics among Hispanics in Southwest Kansas, Byrum argues that the data she collected are really fairly meaningless because such data cannot possibly take into account or be used to interpret the cultural values, ideals, and definitions of reality that he is able to observe with his research approach. He tells her that while he is confident in his qualitative research approach findings that rely on an interpretive understanding of the world, his findings are only pertinent to the groups of people with whom he spoke – not possibly generalizable to other in-migrant, subcultural groups.

- 1. From the approach Byrum is taking to study Hispanic social dynamics in Southwest Kansas, would you say his theoretical perspective is closest to:
- A. Structural Functionalism
- B. Social Exchange
- C. Social Conflict
- D. Phenomenology/Social Constructionism
- E. DON'T KNOW
- 2. From among the social theorists listed below, which offers a theoretical explanation of the world closest to that which Byrum is using to examine Hispanic social dynamics?
- A. Alfred Schutz and Harold Garfinkel
- B. Emile Durkheim
- C. Peter Blau
- D. Kingsley Davis and Wilbert E. Moore
- E. DON'T KNOW
- 3. Which theoretical dimension is most descriptive of Byrum's study approach?
- A. Idealist
- B. Materialist
- C. Equally both
- D. Neither
- E. DON'T KNOW

- 4. Does Byrum's study approach seem to reject the scientific method as a way of knowing the social world, or does it seem to accept the scientific method?
- A. Rejects the scientific method
- B. Accepts the scientific method
- C. DON'T KNOW
- 5. Compared to Alana's study approach in Vignette 1, would you say that Byrum's approach to understanding Hispanic social dynamics is more:
- A. Micro
- B. Macro
- C. The same as Alana's approach
- D. DON'T KNOW

D. Other Departmental Information

[ENCLOSE ADDITIONAL INFORMATION, ACCREDITATION, AWARDS, ETC]

Department's BSW degree program earned Council for Social Work Education reaffirmation to 2019.

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, NSSE) 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.	