

FY2013 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:
 - 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

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 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).
- Continue to collaborate with KU in a partnership to provide its MSW degree through blended coursework offered on FHSU's campus.

C. Department Productivity and Distinctive Accomplishments**Service to the Discipline and the Profession**

The Kansas Behavioral Sciences Regulatory Board, the licensing body for social workers in Kansas, recently recognized our Social Work program as a model BSW degree program.

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 federal government. One Sociology faculty member is editor of the Missouri Electronic Journal of Sociology. A Social Work faculty member is an associate editor of The International Journal of Religion and Spirituality in Society.

Service to the Community

A sampling of faculty service activities to the community include: memberships on the 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. 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.

Beginning with the Fall 2011 semester, the Department led a redesign of FHSU's *Multiculturalism in the U.S.* course, a popular and important piece of the General Education curriculum. Four Departmental faculty working with the Provost, faculty from other departments who teach the course, and a faculty representative from the Department of Teacher Education have very actively participated in this ongoing redesign, resulting in a new course launch during the Spring 2013 semester. The course has been retitled to *Diversity in the U.S.*

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 ad hoc and 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 Life Stages and Transitions, Grant Writing, Women's and Gender Studies, Community Development, and Cultural Anthropology and Globalization. A new Sociology Certificate program, Social Entrepreneurship, was recently added. 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 30 hours of addictions counseling curriculum with practicum that prepares students to sit for a newly required licensure exam. Graduates who successfully pass the exam after completing the B.A. in Sociology addictions counseling track achieve Licensed Addictions Counselor So, in addition to the Department's efforts to help shape final curriculum standards, the Department has created 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.

The Department as the COAS Dean's designee collaborates with the University of Kansas, as it fields its MSW degree program through blended learning coursework offered at FHSU's campus.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	10	18	8	26	25
Sociology (BA,116-2208)	2	6	2	13	9
Social Work (BSW,116-2208)	8	12	6	13	16
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	41	47	39	61	58
Sociology (BA,116-2208)	31	22	29	49	33
Social Work (BSW,116-2208)	10	25	10	12	25
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	246/4	260/4	251/3	309/7	324/3
Sociology (BA,116-2208)	182/3	165/3	169/1	217/4	219/2
Social Work (BSW,116-2208)	64/1	95/1	82/2	92/3	105/1
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	2	3	4	6	8
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF FR MAJORS RETURNING TO UNIVERSITY]	46.67%	70.00%	61.11%	28.57%	52.00%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	9450	9540	9992	11,701	12,378
Graduate Student Credit Hours [TOTAL GRAD SCH]	201	254	287	261	303
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	8	8	8	7	8.5
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	2	3	3	2	1.5
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	47	46	42	61	55
Sociology (BA,116-2208)	36	31	31	39	39
Social Work (BSW,116-2208)	11	15	11	22	16
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators. None. COMMENT: Enrollments shot up in FY12. In FY13 enrollments increased slightly in Sociology, and increased substantially in Social Work.					
Number of books, book chapters, and refereed	3	4	4	2	2

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
articles published [TOTAL NUMBER PUBLISHED]					
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]	20%	27%	27%	9% 1/11	20% 2/10
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	35	13	18	7	7
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	80%	36%	72%	73% 8/11	60% 6/10
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	NA	NA	NA	NA	NA
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	NA	NA	NA	NA	NA
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	0/0%	0/0%	0/0%	1 (9%)	0/0%
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	0%	0%	0%	0%	0%
Total number students successfully completing an undergraduate research/creative project [TOTAL NUMBER OF UNDERGRAD STUDENTS COMPLETING, CONTRIBUTING TO, OR PRESENTING A CREATIVE OR SCHOLARLY PROJECT]				1	
<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 productive scholars, particularly considering that it is typical for nearly every faculty member to teach an overload course every semester, summers included, in support of our BA in Sociology program, BA in Sociology addictions counseling track, making General Education courses available, and University goals for growth in SCH. - The annual Department per person faculty development allocation available to each faculty member was increased from \$200 to \$400 in FY09, was increased from \$400 to \$600 in FY10, and was increased from \$600 to \$800 in FY11. The Department left the amount at \$800 for FY12 and FY13. - NOTE: The 'refereed' publications data are not exactly comparable over time, as the directions on exactly the measure desired are confusing. Since 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)) 					

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
[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 Sociology senior exit assessment constructed and administered by Department. Instrument includes multiple measures of learning outcomes in the BA in Sociology degree affinity diagram. Seventy-one multiple choice items that include a “don’t know” response option. Full pre-/post-assessment report included in IV Supporting Materials, section D.	-	-	68.8% is overall percentage of correct answers NEW INSTRUMENT	64.5% is overall percentage of correct answers	76.0% is overall percentage of correct answers
Direct Outcome 2 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 IV Supporting Materials, section D.	16.1% On-campus	17% On-campus	18% On-campus 25% Virtual College	17% On-campus 45% Virtual College	No data collected On-campus 26% Virtual College
Direct Outcome 1 SOCIAL WORK (1 year lag on this indicator) Known percentage of graduates passing state board exams	100% 10/10	100% 11/11	100% 12/12	88% 7/8	92% 12/13
Direct Outcome 2 SOCIAL WORK (1 year lag on this indicator) Social Work Education Assessment Project program AVERAGE cumulative scores compared with all student scores as reported by BPD	-	-	-	-	37.4 (FHSU Seniors) 37.0 (FHSU GC Cohort) 40.59 (Nat'l)
Indirect Indicator 2 SOCIAL WORK (1 year lag on this indicator) Known percentage of graduates who are fully employed in social work setting	70% 7/10	82% 9/11	80% 12/15	86% 6/7	100% 17/17
Dept senior students’ Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.65 58.83	55.9 59.76	56.4 59.90	56.2 60.60	58.5 65.68
Dept senior students’ Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	45.34 39.02	46.1 39.25	43.9 39.04	44.5 45.97	45.1 48.13
Dept senior students’ Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	45.34 41.51	41.0 36.32	38.5 33.33	38.4 45.64	38.6 47.38
Dept senior students’ Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	34.72 38.76	34.0 34.39	32.9 35.77	32.7 35.10	34.0 37.50

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.57 60.84	60.3 60.98	60.8 55.23	59.8 60.17	61.9 63.79
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	31 30.1%	36 35.6%	37 44.0%	13 13.54%	28 26.9%
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.					
[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 [SPECIFIC PERFORMANCE MEASURE 1]					
Outcome/Indicator 2 [SPECIFIC PERFORMANCE MEASURE 2]					
Outcome/Indicator 3 [SPECIFIC PERFORMANCE MEASURE 3]					
Briefly note 2-3 improvements over the last year prompted from the above indicators.					

B. Department Quality Initiatives and Results

FY2013 Quality Initiatives	Results
Start faculty discussions about the flipped classroom, particularly for ways to improve pedagogy in on-campus courses with largely traditional student enrollments	Multiple department faculty attended multiple events, including two of the Provost Office-sponsored special guests to campus. Chapters from Jose' Bowen's book were distributed to all Department faculty. Faculty discussed ideas at regular Department meeting. One faculty member, Rose Arnhold, was asked to review recent literature regarding the flipped classroom. Professor Arnhold reported a synthesis of meaning and techniques at final Department faculty meeting of the year, and faculty discussed her findings.
Social Work conducted a opportunities and threats analysis of changing the BSW curriculum	Submitted approval request for curriculum change to increase majors' ability to logically reason, improve ability to understand and use social research methods, and improve understanding of economic principles and patterns.
Bring additional high relevance content to the curriculum	Determining highest demand content, and areas where Department may enhance such content areas. From an analysis of certificate seekers in Sociology program now, family issues is a high demand area and a traditional core of sociology as a discipline. Opportunities for enhancing this content include: developing a Military Families course and begin offering regular on-campus and Virtual College sections of Sociology of Sexual Behavior (SOC 466), and begin offering a regular on-campus section of Sociology of Sex Roles (SOC 343)

FY2014 Quality Initiatives	Responsible Party, Resources, and Plan
Advisors participate in new FY,FT on-campus student heightened advising	More meetings with FY, FT on-campus majors.
Implement a curriculum change in in Social Work	No new resources needed. New BSW students will begin taking General Logic, Advanced Methods of Social Research, and Economic Ideas and Current Issues
Develop Sociology of Sexual Behavior (SOC 466) to be offered after a several year hiatus	Dr. Kate McGonigal. No new resources are needed. Dr. McGonigal is highly interested in developing and teaching the content.
Develop Military Families for Virtual College offering only initially	To primarily be developed by families expert, Instructor Karen Schueler, in conjunction with instructional designers in CTELT and co-developer from among core Department faculty

C. Institutional Quality Results

FY2013 University Initiatives	Department Activities/Results
Align Programs and Services with North Central Kansas Technical College (NCKTC)	None as of FY 2013.
Increase Enrollment	As shown above, all of the following increased from FY12 to FY13: Department SCH, number of Sociology majors, and number of Social Work majors.
Improve Persistence and Retention	Department is implementing the newly required FHSU advising protocols for first-time, first-year students.
Improve Student Learning	The Sociology graduate exit assessment found nearly across the board improvements in average percentage correct answers on exit exam in 2013 compared to 2012 and 2011.

III. FY2013 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

SOCIOLOGY

Current Strengths	Current Needs
<p>Sense of collegiality Excellent adjunct faculty Excellent distance education support through CTELT Faculty willingness to take on extra work for the program Faculty are well qualified to teach and do research in their areas of expertise; Faculty constantly endeavoring to improve quality of teaching and expertise Quality of classrooms Very dedicated, proficient office assistants Tie with the Docking Institute Willingness to partner/co-develop with other FHSU programs VC major advising now handled as priority job item by new position of Academic Advising Specialist Entrepreneurial activities in the department (e.g. 8-week grant writing) Innovative faculty Faculty load of service to University, Community, State Faculty involved in SoTL initiatives High quality teaching as measured by student evaluations Faculty partnering with international partner universities outside of formal degree programs Faculty highly accessible to students Encourage and facilitate student participation at professional conferences Program Facebook page; faculty use social media/digital technologies in teaching/engaging with students Faculty webmaster</p>	<p>Geographic location makes it harder to recruit OC majors Faculty teaching schedules disrupted by Blackboard problems Geographic location makes getting students to conferences more difficult Heavy dependence on faculty taking overloads Heavy dependence on adjuncts</p>
Future Opportunities	Future Threats
<p>Certificate in marriage and family therapy – family communication, stepfamilies, military family issues Certificate in sex studies – sociology of sexual behavior, sociology of sex roles, women and gender studies, PSYCH crs (title?)</p>	<p>Blackboard problems and limitations Other FHSU programs that seem similar to sociology content Long term vocational fragmentation of the discipline Lack of profit sharing Prohibited from summer research funding if teaching a class Need more faculty to ensure continued quality while growing</p>

SOCIAL WORK

Current Strengths	Current Needs
<p>Steady student enrollment both on campus and in the cohort program 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 Expansive and intensive curriculum 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 Recent recognition by KS-BSRB as a model BSW program University of Kansas partnership: western Kansas MSW program starts this year</p>	<p>Increasing time pressures on faculty such as divergent schedules, virtual college requests, etc. Increased time spent tracking advising problems due to tiger enroll Increasing effort of faculty to engage less well prepared students (deficits in writing skills, critical thinking skills, and research exploration)</p>
Future Opportunities	Future Threats
<p>Potential relationships with additional community colleges Potential opportunities for cohort classes in other areas in the state Develop additional curriculum delivery formats to serve future student populations Provide workshops for professionals and the community (i.e. CEUs, community education seminars, etc) Publications and conference presentations at state, national and international venues Investigation of additional marketing opportunities for the social work program (e.g. recruitment both in-state and with contiguous states) Participation in the Annual Majors and Graduate Programs Fair Programs Fair</p>	<p>Shortage of qualified social work faculty nationwide Financial limitations to compete with other universities for faculty Financial limitations to compete for social work faculty due to higher clinical salaries in the field 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 Lack of ability to offer the BSW online to compete with available online degrees (including other BSW programs) Financial limitations to develop new courses and modes of degree delivery Time limitations to pursue scholarly research under heavy expectations to increase numbers of student served</p>

B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
<p>Faculty directed BSW student field experiences in urban setting. In the</p>	<p>Annual action plan request has been submitted for this need of</p>	<p>Every other year with BSW juniors and seniors</p>

2010-11 CSWE reaccreditation process of the social work program, the site visitor discussed with FHSU Social Work ways to expand the exposure of social work students to diversity, particularly in urban practice settings.	improvement every year since need was identified during CSWE reaccreditation site reviewer visit. \$9,100 in 2013 dollars every other year to allow extant junior and senior cohorts to travel to and spend time in urban practice field setting.	
Print materials for Sociology program need updated Video informational and promotional materials for Sociology program needed	Academic Marketing Specialist Print shop CTELT video services	Fall 2014

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

BACHELOR OF ARTS IN SOCIOLOGY AFFINITY DIAGRAM SUBMITTED AS A SEPARATE DIGITAL ATTACHMENT TO REPORT

BACHELORS OF SOCIAL WORK AFFINITY DIAGRAM SUBMITTED AS A SEPARATE DIGITAL ATTACHMENT TO REPORT

B. Department Staffing Plan

STAFFING PLAN SUBMITTED AS A SEPARATE DIGITAL ATTACHMENT TO REPORT

C. Bibliography of Departmental Scholarly Activity

Refereed Articles/Books

G. Brinker and R. Amonker. 2012. "Socioeconomic Development and Fertility Trends Among the States of India," *International Journal of Sociology and Social Policy*, 33, ¾.

Levy P., 2012 (Chapter). Critical Incident Trauma Intervention: A Sense of Coherence Approach to Psychological First Aid with Student Survivors, *Handbook of Critical Incident Analysis*, M.E. Sharpe, Inc. in cooperation with John Jay College of Criminal Justice, City University of New York.

Levy, P. and Vaz, P. December 2012. Submitted book proposal on the topic of aging to Perseus Books.

Non-Refereed Articles and Presentations

Brinker, G. 2012. "The Politics of Fossil Fuels: Obstacles to Wind Energy Development in Kansas" at the *Wind Energy Forum*, Kansas State University, September 27, 2012.

Caprez, J. 2012-13. Weekly scholarly column for *Hays Daily News* on family issues based on researching, synthesizing, and summarizing evidence based findings on contemporary topics.

Levy, P. June 2012, "Resiliency to Trauma in New Orleans Senior Center African American Elderly", *The Association of Baccalaureate Social Work Program Directors National 2012 Conference*.

Levy, P. December 2012, Principles of Spirituality in the Management of For Profit Businesses, 13th *International Conference on Knowledge, Culture and Change in Organizations*, University of British Columbia, Canada

McGonigal, K. 2012. “What it Takes for Her to Put Up with the Bull: The Professionalization of Women’s Bull Riding.” Paper presented at *American Sociological Association Conference*. August 17. Denver, Colorado.

Vaz, P. 2012 “ Successful Aging.” Presentation at the AARP Regional Summit Hays, October 4, 2012

Zollinger, B., K. Campbell, and F. Runfeng. 2013. “Undergraduates’ Awareness and Perceptions of Globalization: A Comparison of USA and Chinese Students: Second Year of Data.” Presented at the *Midwest Sociological Society Annual Conference*, Chicago, IL, March 2013.

D. Department Program Assessment Results

SUBMITTED AS A SEPARATE DIGITAL ATTACHMENTS TO REPORT

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

April 1	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. 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.