

## PROGRAM REVIEW

### Fairmont State Board of Governors

Program with Special Accreditation     Program without Special Accreditation

Date Submitted 2-7-14

Program Bachelor of Science in Sociology  
Degree and Title

#### INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- X 1. Continuation of the program at the current level of activity;
2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
3. Identification of the program for further development (for example, providing additional institutional commitment);
4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
5. Discontinuation of the Program

#### Rationale for Recommendation:

The Sociology program at Fairmont State University has had between 40 and 58 majors for over a decade with fluctuations following University enrollments more than anything else. Student and community demand for the program has been steady during this time and is expected to remain fairly constant. With the illness and retirement of a sociology faculty member, a new faculty was hired who is a more recent graduate and has a better understanding of the current state of the field of sociology, graduate program expectations, and job opportunities. This change in program membership gives us the opportunity to make major changes in program requirements, course offerings, and community connections that have not been made in the past. We expect to maintain our current level of program activity while developing and initiating many new changes that should lead to more consistent program growth.

Clarence Rohbaugh  
Signature of person preparing report:

1/27/2014  
Date

Deanna Shields  
Signature of Dean

2-7-14  
Date

Christina Lavrata  
Signature of Provost and Vice President for Academic Affairs:

3-7-14  
Date

Maria C. Krue  
Signature of President:

3-10-14  
Date

\_\_\_\_\_  
Signature of Chair, Board of Governors:

\_\_\_\_\_  
Date

# Executive Summary for Program Review

Name and degree level of program            Bachelor of Science in Sociology

External reviewer(s)    Carolyn Jones

## *Synopses of significant findings, including findings of external reviewer(s)*

The Sociology major has served over 9600 students in the major and service courses over the last five years with 76 graduates during that time. Our students have continued on in graduate programs in social services and found employment with the Department of Health and Human Service as well as numerous agencies across the State. Annual reviews show that the program courses consistently exceed outcome assessment goals with continued efforts to improve the program.

Efforts to integrate the use of Geographic Information Systems software within the program have been slow due to the lack of qualified faculty and this has minimized the exposure of GIS to our students and has had a negative impact on the growth of the Population Studies emphasis with only six students in this emphasis since its inception in 2009.

## *Plans for program improvement, including timeline*

For the first time in over twenty years, Sociology has two Ph.D. faculty members with the replacement of a non-Ph.D. retired faculty. Dr. White, our senior faculty, has developed a community project called PACE that is providing practicum opportunities for sociology students to experience community development and efforts will be made to increase this interaction with PACE and our sociology students. Our newest faculty is very active in the sociology program and is in the process of updating program courses and content as well as developing additional community projects. Long term program improvements will be focused primarily on integration of community involvement with immediate goals on revising program requirements and course development. These revisions will include changes in the names of some courses to reflect current terminology, development of a survey course as part of the new community focus, and the development of a new capstone course. The curriculum proposal has been developed and is currently moving through the university's approval process.

## *Specifics and timeline*

### Spring 2014

1. Faculty Senate approval of curriculum changes and new courses
  - 1.1. Increase of the core program requirements by 9 cr. hrs. to 27 cr. hrs. by adding three new classes; Principles of Race, Class, and Gender; Concepts of Survey Design; Senior Capstone
  - 1.2. Increase of the elective program requirements by 3 cr. hrs. to 15 cr. hr.
  - 1.3. Revise numerous course titles to better match current terminology.
2. Establishment of a general interest sociology student organization to build university interest and a sense of community around topics and concepts relevant to the program.

### Summer 2013

1. Solicit local community interest in developing survey products in concert with the students in SOCY 3310 Concepts of Survey Design.
2. Continue to prepare sociology courses for online distribution, while testing long distance instructional strategies.

### Fall 2014

1. Secure approval for the inclusion of Principles of Race, Class, and Gender and Concepts of Survey Design courses in the General Studies curriculum

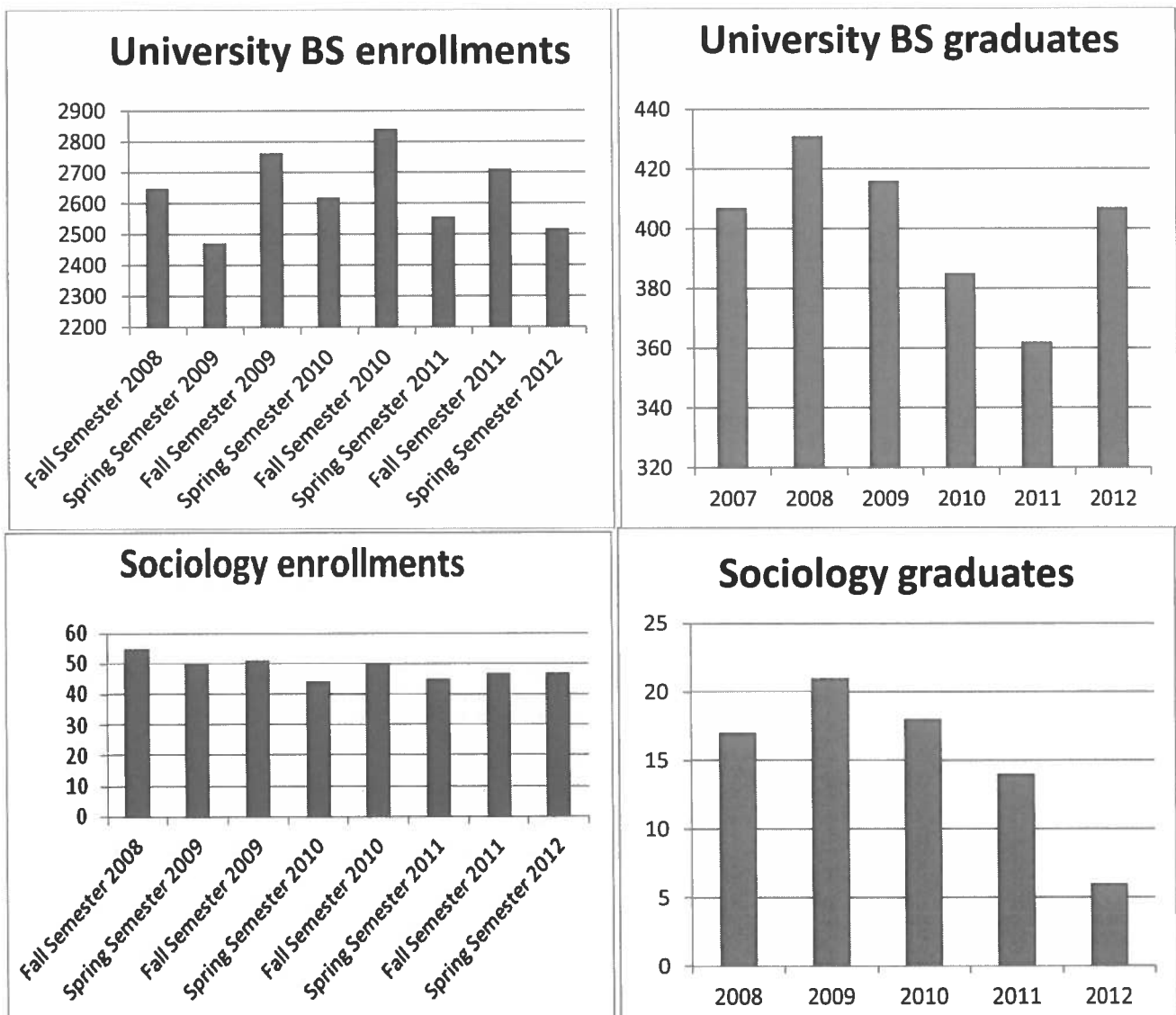
2. Secure approval for the establishment of a chapter of Alpha Kappa Delta, the International Sociology Honor Society.
3. Begin assessment of student readiness through SOCY 4480 the new senior capstone course.

*Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished*

The 2009 review was approved as “Identification of the program for further development” however budgetary constraints have restricted institutional commitments. No program deficiencies were identified and the new program emphasis on population studies was initiated as stated in the previous review. Geographic Information Systems software was installed on twenty lab computers used by sociology students and introduction to the software was integrated into the new population studies course.

*Five-year trend data on graduates and majors enrolled*

As previously mentioned, the Sociology enrollments have fluctuated with University enrollments and as shown on the graphs below both enrollments and graduation rates in Sociology follow the same trend as University Bachelor of Science degree students. The data for these graphs come from the University common databases.



*Summary of assessment model and how results are used for program improvement*

Outcomes with assessments and identified satisfactory performance levels have been established and recorded in the Fairmont State TaskStream system for the last five years. Each year course data from the assessments are entered and evaluated with the accumulated data brought to the advisory board meeting and recommendations for revisions or changes based on the annual course and program data. Discussions on the current state of the field are also included in considerations for program or course changes. Recent discussions have lead to a number of major program revision plans for coming years.

*Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)*

Nineteen Sociology major graduates responded to our request for an interview with eighteen of the nineteen stating that they were gainfully employed and five of nineteen were pursuing graduate degrees. Employed individuals worked in related social or human service occupations that made use of skills emphasized in their Sociology major. Examples of employment included human service worker, counselor, juvenile corrections officer, assistant manager at a marketing firm, and communications manager. Multiple students expressed the sentiment that the degree was useful in their current job indicating that "his training in sociology at FSU fits his position perfectly" or "it was his sociology training at FSU that provided for the great clarity needed at his work". Some alumni did express disappointment that they could not obtain the position they wanted "without continuation to master's level".

Final recommendations approved by governing board

## Table of Contents

### I. Narrative

1. Program description.....	3
A. Viability .....	4-6
B Adequacy. ....	6-7
C. Necessity.....	7
D. Consistency with Mission.....	7

### II. Appendixes

Appendix I...(Enrollment data spreadsheet).....	8
Appendix II....(Success rate spreadsheet).....	9
Appendix III....(Off campus and student cr/hr rate).....	10
Appendix IV....(Outcome and assessment forms).....	11-25
Appendix V.....(Program requirements form).....	26
Appendix VI.....(Program goals).....	27-29
Appendix VII.....(Program assessments).....	30-32
Appendix VIII.....(TaskStream and feedback sample).....	33-41
Appendix IX.....(Advisory Board).....	42
Appendix X.....(Faculty Data sheets).....	43-52
Appendix XI.....(Comparable programs).....	53-55
Appendix XII.....(Alumni interviews).....	56-57

## PROGRAM REVIEW

FAIRMONT STATE UNIVERSITY OR PIERPONT COMMUNITY AND TECHNICAL COLLEGE	
Program:	Bachelor of Science in Sociology
School:	Department of Behavioral Science, College of Liberal Arts
Date:	January 15, 2014

### Program Catalog Description:

Sociology is the systematic study of society and human activity. The Bachelor of Science degree in Sociology is designed to enhance the student's ability to understand various forms of social and cultural interaction. With an emphasis on both sociological and anthropological theory and research, the sociology degree is a useful preparation for advanced graduate study as well as entry level employment. The Program will expand a student's ability to question and understand various forms of social interaction in social and cultural systems. The courses offered here will provide knowledge of the substantive areas of sociology and anthropology, the use of concepts and research techniques of sociological investigation, and background in sociological theory. Students with a B.S. degree in Sociology frequently find employment in entry-level positions within public administration, advertising, business, social service agencies, health services, community planning and teaching. Many sociology majors also pursue graduate study in such areas as sociology, social work, public administration, anthropology and law.

#### ***General Emphasis Program***

The General Emphasis Program will expand a student's ability to question and understand various forms of interaction in social and cultural systems. The course of study will provide knowledge of the theories and constructs in sociology and anthropology, the use of concepts and research techniques in sociological investigation, and background in sociological theory.

#### **Population Studies Program**

This study leading to a concentration in Population Studies will provide students with the knowledge to identify and predict population movement and its potential effect on economics, crime rate, geography, and other demographic concerns. Topics will cover applications of Geographic Information Systems (GIS), applied research techniques, data mining, and other areas relevant to population studies.

### VIABILITY (§ 4.1.3.1)

#### Enrollments

Applicants, graduates	<p>See Appendix I</p> <p>The number of graduates in Sociology has declined over the last five years similar to the overall decline in BS graduates for the University (see graphs in the Executive Summary). The only University wide changes that might explain this decline is the separation between Fairmont and Pierpont and/or the integration and application of outcomes and assessments.</p>
Program courses	<p>See Appendix I</p> <p>Five year course enrollments in sociology have also been similar to University enrollments (see graphs in the Executive Summary) with fluctuations that show no clear trend. Sociology enrollments have consistently been between about 900 and 1000 students total in all Sociology courses each semester.</p>
Service courses	<p>No Sociology courses are service only courses. SOCY 1110 Introduction to Sociology and SOCY 1111 Anthropology are listed in the General Studies as Society/Human Interaction options. Appendix I shows that over six thousand students have been served in these courses over the last five years with less than two hundred of that number being Sociology majors. Other service includes all lower level Sociology courses listed as options for the minor in other program majors.</p>
Success rates Serv Crs	<p>See Appendix II</p> <p>Success rates are defined as the percentage of students who have completed the course and received a “C” grade or higher. The introductory sociology course has a lower level of success than other sociology courses but still maintains a minimum seventy percent success rate. All other sociology courses consistently have success rates between eighty and one hundred percent. Overall success rates and rates for the 2012-2013 school year were calculated by Neil Tennant. These calculation included all W, I, and NC listings as enrollment and includes D grade as success. Department faculty do not agree with reporting students that have withdrawn from courses in success rate calculations and faculty do not agree that D grades are success. Regardless of this difference in reported success rate calculations, using either approach leads to similar success rate percentages.</p>

ext ed/off campus crses	See Appendix III The number of off campus courses and sections are considerably less than reported in the previous five year review. Off campus sections in the last five year review were predominantly from Pierpont and the reduction of sections may be related to the previously mentioned separation of Fairmont University and Pierpont Community College.
cost/student credit hour	See Appendix III Program cost per student credit hour is 30.61

### Liberal Studies Requirements Met

The only course listed during the 2009-2013 school years in the “Society/Human Interactions” requirements for Liberal Studies is SOCY 1110, Introduction to Sociology.  
(See outcomes and assessment forms for all course including Liberal Studies in Appendix IV and V)

### Assessment Requirements

See attached program Goals and Assessments in Appendix VI (goals), VII (assessment), and VIII (Sample TaskStream assessment data and feedback produced by the Advisory board).  
The outcomes and assessments approach along with the TaskStream review and report system provide an excellent means for tracking both course and program learning assessments and feedback from those assessments to improve the quality of the program and courses. These tracking and assessments systems are being used by sociology faculty.  
In addition, an advisory board of faculty members, adjuncts, and relevant agency directors was established in 2008. This board has met annually for a review of program progress and recommendations. (See Appendix IX for a list of board members.)

### Adjunct use

See Appendix I  
Between eight and sixteen adjuncts have been used each semester for the past five years. These numbers have fluctuated over the semesters due to Pierpont’s creation of course sections (This reduces the demand for lower level sections where Sociology uses adjuncts) and the illness and eventual retirement of a campus Sociology faculty member.



### Graduation/Retention Rates

Retention Rates (reported by Neil Tennant and calculated from data in Appendix I)  
 First time first year student retention rates have been 100% in Sociology since 2008. The 71.3% five year graduate/applicant retention rates are heavily skewed by the drop in graduates over the last two years. These rates are, never the less, an indication of successful program retention higher than the University average retention rates.

### Previous Program Review Results

The 2009 program review received an "Identification of the program for further development" with no additional feedback.

### ADEQUACY (§ 4.2.4.2)

#### Program Requirements:

Liberal Studies	32-42	<u>42</u> hrs	List 2008-2012 liberal studies requirements
Major	32-65	<u>30</u> hrs	List see Appendix V
Electives	29-32	<u>56</u> hrs	Includes 18-21 hrs. for a minor
TOTAL	max 128	<u>128</u> hrs	

Programs not meeting the above requirements must request a continuation of their exception with a justification below:

The maximum hours was changed to 120 hrs during the 2012-2013 school year to reflect policy changes. This decreased the number of elective hours by eight.

#### Faculty Data

The Sociology program uses 2.5 faculty with one of these shared with geography and one faculty that is on a three year term contract. See Appendix X

#### Accreditation/national standards

No accreditation is available or possible due to the small number of faculty and the program is currently in the process of revisions to closer match the American Sociological Association's recommended standards.

### NECESSITY (§ 4.1.3.3)

#### Placement and success of graduates

Similar Programs in WV such as Glenville State and West Liberty have about the same number of majors and Ph.D faculty as Fairmont State. WVU has 13 Ph.D. Sociology faculty and 160 majors. (See Appendix XI)

Nineteen Sociology major graduates responded to our request for an interview with eighteen of the nineteen stating that they were gainfully employed and five of nineteen were pursuing graduate degrees. Employed individuals worked in related social or human service occupations that made use of skills emphasized in their Sociology major. Examples of employment included human service worker, counselor, juvenile corrections officer, assistant manager at a marketing firm, and communications manager. (See Appendix XII)

### CONSISTENCY WITH MISSION (§ 4.1.3.4)

*Consistency With Mission:* The sociology program contributes to the traditional baccalaureate degree programs of the University and prepares students for both graduate work and immediate employment in many of the human service agencies throughout West Virginia and neighboring states. The program also works with community agencies to place students in volunteer positions and provides the students with experience and exposure to the applications of their field. Numerous courses are offered at locations across the state to provide educational opportunity to working students and students that cannot come to the Fairmont campus during typical course hours.

*Relationship to other campus programs:* Sociology courses are a typical component of the education, human service, and health science programs as well as providing excellent support courses as a minor for psychology and criminal justice. Some of the sociology courses are being offered in conjunction with the community learning program in which students combine courses in sociology with courses from other departments to experience cross discipline approaches to specific topics.

*Concluding remarks:* The Sociology program now includes an emphasis in population studies that integrates sociology and geography. This integration of fields was expected to attract many new students through application and exposure to the growing technical area of Geographic Information Systems (GIS). The use of GIS technology in the classroom provides students with techniques to discover the value of community and global information and its application to numerous fields including sociology, geography, political science, criminal justice, biology, health science, and many others.

The current review provides evidence that the sociology program maintains its status as a vital part of the University's program offerings as it continues to develop with the University and remains current with advances in course material and technological applications, and makes use of assessment feedback to develop and improve for the future.

**Appendix I** SOCIOLOGY STUDENT ENROLLMENTS, GRADUATION COUNTS, AND COURSE STUDENT COUNTS

CONCENTRATION	200810	200820	200910	200920	201010	201020	201110	201120	201210	201220	Grand Total
<b>Majors</b>											
Population Studies emphasis	0	0	3	4	6	4	2	1	1	1	22
General	58	53	52	46	45	37	48	44	46	46	475
Graduates		22		21		14		7		8	72
Applicants accepted		16		22		25		24		14	101
<b>Enrollment by course Students/sections (does not include W's)</b>											
1110	545/13	572/17	679/14	548/12	704/15	664/14	628/12	694/16	645/14	716/13	6395/150
1111			19/2		20/1		63/2	42/2	5/1	20/1	183/10
2200	100/5	114/6	105/4	118/4	79/4	102/3	105/5	93/3	79/4	98/3	993//41
2230		15/1	34/1								49/2
2240	37/2		39/2		34/2		30/2		21/2		161/10
3301	33/1	44/1	71/2	45/1	45/1	39/1		50/1	50/2	51/1	430/12
3310	71/2	26/1	74/2	35/1	55/2	35/2	60/2	34/1	56/2	66/2	512/16
3325		18/1		24/1		19/1		15/1		23/1	99/5
3340		42/1		38/1		21/1		26/1		22/1	149/5
3360		30/2		21/3		20/2		21/2		34/4	128/15
3390			30/1		27/1		28/1		29/1		114/4
4410					16/1		28/1		18/1		62/3
4430	34/1										34/1
4450	27/1	28/1	25/1	26/1	14/1	23/1	17/1	16/1	10/1	50/2	236/11
4470	23/1	3/1	23/1	1/1	22/1		18/1	3/1	12/1	4/2	109/10
<b>Total</b>	<b>885/28</b>	<b>892/31</b>	<b>1100/30</b>	<b>856/26</b>	<b>1016/29</b>	<b>923/24</b>	<b>979/28</b>	<b>994/30</b>	<b>925/29</b>	<b>1045/41</b>	<b>9655/296</b>
<b>Sections taught by Adjuncts</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>8</b>	<b>14</b>	<b>11</b>	<b>8</b>	<b>12</b>	<b>15</b>	<b>16</b>	
<b>Students declaring a Sociology minor (18cr hrs)</b>											
	6	9	3	10	9	17	6	7	9	9	

## Appendix II

	200810	200820	200910	200920	201010	201020	201110	201120	2012-2013	
<b>All course success (%= students with C or better/total students receiving grade) Calculated from University final grade reports.</b>									<b>Success rates reported by Neil Tennant Includes F, W, I, NC and a D grade as success</b>	<b>5yr success rates reported by Neil Tennant Includes F, W, I, NC with a D grade or higher as success</b>
1110	75	73	77	70	75	70	75	70	70.3	71.5
1111	89		81		68	97	50	94	75.9	75.8
2200	85	84	84	83	87	79	70	81	76.2	74.6
2230	68									75.8
2240	100		97		92	83	100		67.9	79.9
3301	91	81	97	97		77	89	89	98.1	84.7
3310	94	91	94	97	86	71	87	91	73.2	78.0
3325		94		100		100		100	83.3	74.0
3340		90		94		100		100	95.7	83.2
3360		94		100		88		100	100	86.5
3390	100		87		84		87		96.6	81.6
4410			92		100		100		82.6	81.4
4450	100	78	100	100	90	100	100	87	89.5	82.0
4470	100	100	95		100	100	100	68	100	93.6

## Appendix III

	200810	200820	200910	200920	201010	201020	201110	201120	2012/13	
Off campus courses Enrollment/sections										
1110	220/9	182/7	209/9	204/8	128/6	224/8	155/8	258/15	305/11	1885/81
1111	19/2		20/1		13/1	42/2	5/1	20/1	0	119/8
2200	28/2	40/2	19/2	30/1	40/3	15/1	16/2	21/1	42/2	251/16
2240										
3301										
3310										
3325										
3340										
3360										
3390										
4410										
4430										
4450										
4470										
Total	267/13	222/9	248/12	234/9	181/10	281/11	176/11	299/17	347/13	2255/105

Cost/Student credit hour				Average students/section	Student credit hours
Total 5yr student count	11910	Total 3cr hour sections	401	30	36090
Off campus 5yr student count	2255	Off campus 3cr hour sections	105	22	6930
On campus 5yr student count	9655	On campus 3cr hour sections	296	33	29304
<b>Program Costs</b>					
5yrs salary cost for 2.5 Faculty	968874.00	Includes benefits			
5yrs total adjunct cost	107215.00	Includes benefits			
Program % of Department expenses (5yr)	28594.00	Program cost/Student cr. hrs.	30.61		
Total program cost (5yr)	1104683.00	Figure does not include University admin. or facility cost			

## Appendix IV

Course: Sociology 1110

Instructor (name/email): All Introductory Sociology sections contact Dr. Craig White / cwhite

Date:

Attribute IV ethics and attribute VII C social sciences

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and recent trends in sociology.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
2. recognize basic research methods in sociology, including research procedures, statistical analysis of data, and interpretation of results.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
3. use the major theories and concepts to analyze and make sense of core content areas in the study of society, social institutions and social relationships, and will use critical thinking skills to pose hypothetical solutions to social problems.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
4. weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of sociology as a science and/or scholarly discipline.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
5. recognize, understand, and respect the complexity of sociocultural diversity.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
6. understand and apply sociological principles in	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points

various contexts.		based on writing assignments and exam scores.
<b>7.</b> communicate in multiple formats.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
<b>8.</b> Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.

**Course: Sociology 1151****Instructor (name/email): All Introductory Social Work sections contact Mr. Joseph Larry / jlarry****Date:**

Attribute 1D teamwork

<b>Course Outcomes</b>	<b>Direct assessment measures</b>	<b>Satisfactory performance standards</b>
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
<b>1.</b> Demonstrate personal integrity and the characteristics of a productive team member.	Class group work.	Students must complete team assignments.
<b>2.</b> Demonstrate an understanding of the rudimentary principles and value of teamwork as it relates to academic performance.	Class discussion and group work.	Students must interact in group discussions and work.
<b>3.</b> Resolve conflicts within a team.	Class discussion and group work.	Students must interact in group discussions and work.
<b>4.</b> Recognize the cultural, physical, or additional context within which the information was created and understand the impact of context on interpreting the information.	Class discussion and topic relevant exam questions.	Students must score at least <b>70%</b> of all possible points based on exam scores.
<b>5.</b> Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions.	Class discussion.	Student must participate in class discussion.
<b>6.</b> Recognize the relationships among societal factors and personal health and the ways in which behaviors impact one's physical and mental health.	Class discussion and topic relevant exam questions.	Students must score at least <b>70%</b> of all possible points based on exam scores.



**Course: Sociology 2200****Instructor (name/email): All Social Problems sections contact Dr. Craig White / cwhite****Date:**

Attribute IV ethics and attribute VII C social sciences

<b>Course Outcomes</b>	<b>Direct assessment measures</b>	<b>Satisfactory performance standards</b>
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
<b>1.</b> Compare theoretical approaches to social problems.	Topic relevant exam items, discussion, and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
<b>2.</b> Compare methodological approaches.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
<b>3.</b> Compare prescriptions for resolving problems.	Topic relevant exam items, discussion, and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
<b>4.</b> Demonstrate an appreciation for the possibilities and difficulties inherent in a wide variety of social problems.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
<b>5.</b> Recognize current trends in social problems.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
<b>6.</b> Articulate a comprehensive plan for achieving the elimination of one major social problem.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.

**Course: Sociology 2220 / Introduction to Population Studies****Instructor (name/email): Dan Gurash/****Date:**

<b>Course Outcomes</b>	<b>Direct assessment measures</b>	<b>Satisfactory performance standards</b>
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
<b>1.</b> Identify multiple uses for demographic information.	Topic relevant exam items, discussion, and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
<b>2.</b> Recognize and understand population data.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
<b>3.</b> Discuss various perspectives of population growth.	Topic relevant exam items, discussion, and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
<b>4.</b> Understand various types of population transitions.	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.
<b>5.</b> Understand and track population policy	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points based on writing assignments and exam scores.

**Course: Sociology 2230****Instructor (name/email): All Social Psychology sections contact Mr. Joseph Larry / jlarry****Date:**

<b>Course Outcomes</b>	<b>Direct assessment measures</b>	<b>Satisfactory performance standards</b>
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
<b>1.</b> Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions.	Class discussion and topic relevant exam questions.	Students must score at least <b>70%</b> of all possible points based on exam scores.
<b>2.</b> Recognize prejudices, deception, or manipulation.	Class work and homework assignments.	Student must complete all assignments.
<b>3.</b> Recognize the cultural, physical, or additional context within which the information was created and understand the impact of context on interpreting the information.	Class work and homework assignments.	Student must complete all assignments.
<b>4.</b> Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions.	Class discussion and topic relevant exam questions.	Students must score at least <b>70%</b> of all possible points based on exam scores.
<b>5.</b> Characterize the nature of an intrapersonal and/or interpersonal science discipline	Class discussion.	Student must participate in class discussion.
<b>6.</b> Recognize overarching themes, persistent questions, or enduring conflicts or ethical issues within a discipline.	Class discussion and topic relevant exam questions.	Students must score at least <b>70%</b> of all possible points based on exam scores.
<b>7.</b> Use discipline-relevant theories to explain and predict behavior.	Class work and homework assignments.	Student must complete all assignments.
<b>8.</b> Make linkages or connections between diverse facts,	Class work and homework assignments.	Student must complete all assignments.

theories, and observations.		
<b>9.</b> Describe major applied areas of the social sciences disciplines.	Class discussion.	Students must score at least <b>70%</b> of all possible points based on exam scores..

**Course: Sociology 2240****Instructor (name/email): All Nonparametric Statistics sections contact Mr. John Fitch / jfitch****Date:**

<b>Course Outcomes</b>	<b>Direct assessment measures</b>	<b>Satisfactory performance standards</b>
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Analyze a set of data using appropriate symbolic manipulation.	Exams requiring analysis using each test statistic and homework assignments.	Scale: F =< 60%, D => 60%, C => 70%, B => 80%, and A => 90%
2. Use the language of mathematics to describe relationships and patterns.	Class work and homework assignments.	Scale: F =< 60%, D => 60%, C => 70%, B => 80%, and A => 90%
3. Set up the investigation of a problem or question by re-stating the problem, the unknowns, and parameters or questioning underlying assumptions.	Exams requiring use of each test statistic, class work, and homework assignments.	Scale: F =< 60%, D => 60%, C => 70%, B => 80%, and A => 90%
4. Gather or select evidence relevant to the problem or question.	Class work and homework assignments.	Scale: F =< 60%, D => 60%, C => 70%, B => 80%, and A => 90%
5. Analyze evidence through conventions appropriate to the discipline.	Exams requiring use of each test statistic, class work, and homework assignments	Scale: F =< 60%, D => 60%, C => 70%, B => 80%, and A => 90%
6. Devise appropriate solutions to the problem or conceive alternatives.	Exams requiring use of the test statistic, class work, and homework assignments.	Scale: F =< 60%, D => 60%, C => 70%, B => 80%, and A => 90%
7. Use problem solving methods to investigate, model, and solve real-world problems at an appropriate mathematical level.	Exams requiring use of all test statistics, class work, and homework assignments.	Scale: F =< 60%, D => 60%, C => 70%, B => 80%, and A => 90%

**Course: Ethnology SOCY 3301**

**Instructor (name/email): Dan Gurash/dgurash@fairmontstate.edu**

**Date: September 4, 2008**

<b>Course Outcomes</b>	<b>Direct assessment measures</b>	<b>Satisfactory performance standards</b>
Upon successful completion of this course, students will be able to...(fill in the course outcomes below)	Student performance with respect to this outcome will be measured by (fill in below the direct measurement tool to be used for each outcome)	Satisfactory student performance on the direct assessment measure will consist of (fill in the level of proficiency on the direct measure that will indicate that a student meets the associated outcome)
1. Understand essential terminology and principles related to the discipline.	The student will read material assigned and participate in individual and group projects.	Students must score at least 70% on exams, groups and individual projects.
2. Understand how culture, socialization and social structure impact human behavior.	The students will interview the oldest members of their family with specific questions exploring family beliefs, values and expressions.	Students must complete a written assignment which includes evaluative statements naming influential cultural factors specifically related to their person.
3. Understand how ethnologists examine the primary institutions of society including family, education, politics and religion.	The Marriage Project encourages the student to assess their personal beliefs and values in the selection of a spouse identifying the contribution of family, education, religion and politics in their assessment.	Students must participate in the assigned case study and write a written response to the experience.
4. Examine and differentiate similarities and differences of other cultures in relationship to their own.	The student will participate in a Field Trip enabling the student to experience a familiar cultural experience in depth.	The student will attend the field trip and write a brief one page reflective paper on the experience.
5. Encourage students to apply the ethnological perspectives to their own person.	The student will complete the course requirements.	The student will pass the class with a grade C or higher.
6.		

**Course: Sociology 3310**  
**Instructor (name/email): John Fitch**  
**Date: 10/27/2008**

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...(fill in the course outcomes below)	Student performance with respect to this outcome will be measured by (fill in below the direct measurement tool to be used for each outcome)	Satisfactory student performance on the direct assessment measure will consist of (fill in the level of proficiency on the direct measure that will indicate that a student meets the associated outcome)
1. Understand and use the terminology common within the field of family studies in sociology	All exams that make use of field specific terminology.	60% on all exams
2. Identify and evaluate empirical data related to family studies	Assignments that require reading and comprehending professional journal articles	60% on all assignments
3. Demonstrate knowledge of key concepts and behaviors in family interactions	Written assignments and role play	60% on assignments and role play

**Course: SOCY 3360 Methods of Social Research**  
**Instructor (name/email): John Fitch**  
**Date: 10/27/2008**

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...(fill in the course outcomes below)	Student performance with respect to this outcome will be measured by (fill in below the direct measurement tool to be used for each outcome)	Satisfactory student performance on the direct assessment measure will consist of (fill in the level of proficiency on the direct measure that will indicate that a student meets the associated outcome)
1. Be able to demonstrate their understanding of the basic concepts of doing survey, social research using two- and three- variable analysis.	Use of class lecture, discussions in class, assigned studies and / articles, homework, and many on-line, downloadable content files, be tested in various exams.	Scale: F =< 60%, D => 60%, C => 70%, B => 80%, and A => 90%
2. By hand, be able to demonstrate their application of two- and three- variable analysis on a variety of data sets.	By hand, practice repeatedly applying this basic formal analysis to a number of different, small data sets to construct the various tables, compute the relevant measures, and describe your findings.	Scale: F =< 60%, D => 60%, C => 70%, B => 80%, and A => 90%
3. Through software, be able to demonstrate their application of professional social research software (SPSS) for two- and three- variable analysis.	With software, practice repeatedly using the Statistical Package of the Social Sciences (SPSS). Use it as a tool to repeat the above analysis both with the same data sets and also with much larger, and more varied data sets.	Scale: F =< 60%, D => 60%, C => 70%, B => 80%, and A => 90%



**Course: Sociology 3390**

**Instructor (name/email): Social Movement contact Dr. Craig White / cwhite**

**Date:**

Course Outcomes	Direct assessment measures	Satisfactory performance standards
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Demonstrate an understanding of the various theories of social movement and/or social migration.	Specialized objective items will be developed and/or selected which require the student to apply their understanding of key theories to the central topics covered in each Learning Module.	Students must score at least <b>70%</b> of all possible points based on exam scores.
2. Verbally identify, summarize and elaborate upon the major types of social movement.	Special discussion groups will be created to discuss the various types of social movements. Group leaders will present a summary of their own individual group to the entire class, and will also provide the instructor with a written summary of group deliberations and a list of the types of social movements they discussed	Students will be active in class discussions.
3. Articulate those key factors which affect and sustain social movement and migration within a particular society.	Objective items will be developed that are designed to tap a student's thorough understanding of the key factors that impact upon and provide for the continuation of social movements.	Students must score at least <b>70%</b> of all possible points based on exam scores..
4. Show how the application of	Writing assignments	Students must complete

<p>social change concepts brings about a more detailed understanding of the dynamics and processes that affect social movements.</p>	<p>which require the student to accurately assess a problem or issue and then derive a hypothetical solution through the synthesis or integration of knowledge with theories and empirical evidence will be required. These assignments will focus specifically upon the dynamics and processes of social change.</p>	<p>assignments.</p>
<p>5. List and elaborate upon the causes of social mobility in a modern open class system such as that exemplified by American Society.</p>	<p>Special discussion sessions will be developed and implemented which are centered around the delineation of the major causes of social mobility in open class systems. Students will be expected to provide a written list of these factors following their attendance at appropriate class meeting(s).</p>	<p>Students must score at least <b>70%</b> of all possible points based on exam scores and project work.</p>

**Course: Sociology 4470****Instructor (name/email): All Sociological Theory sections contact Dr. Craig White / cwhite****Date:**

Attribute IA critical analysis

<b>Course Outcomes</b>	<b>Direct assessment measures</b>	<b>Satisfactory performance standards</b>
Upon successful completion of this course, students will be able to...	Student performance with respect to this outcome will be measured by	Satisfactory student performance on the direct assessment measure will consist of
1. Set up the investigation of a problem or question by re-stating the problem, the unknowns, and parameters or questioning underlying assumptions.	Exam questions in essay and other formats measuring acquired knowledge of problems within applied areas and assumptions related to those problems.	Students must score at least <b>70%</b> of all possible points based on exam scores.
2. Gather or select evidence relevant to a problem or question.	Project assignments requiring a written paper	Students must complete assignments.
3. Use discipline-relevant theories to explain and predict behavior and estimate answers or make conjectures about the problem.	Exam questions in essay and other formats measuring acquired knowledge of problems within applied areas and assumptions related to those problems.	Students must score at least <b>70%</b> of all possible points based on exam scores..
4. Analyze evidence through conventions appropriate to the discipline.	In class discussions and debates	Students will be active in class discussions.
5. Devise appropriate solutions to the problem or conceive alternatives and be able to use these approaches to conceptualize the relationship between the individual and the social world.	Exam questions in essay and other formats measuring acquired knowledge of problems within applied areas and assumptions related to those problems.	Students must score at least <b>70%</b> of all possible points based on exam scores and project work.
6. Apply a variety of tools for effective problem solving and be able to use these approaches to understand and analyze power, social divisions, social diversity and social inequality.	Class discussions and exam questions in essay and other formats measuring acquired knowledge of problems within applied areas and assumptions related to those problems.	Students must score at least <b>70%</b> of all possible points based on exam scores.
7. Recognize the role of counter-examples, counter-evidence or	Discussion on causes of weaknesses in designs or	Students will be active in class discussions.

outliers.	theory.	
<b>8.</b> Evaluate the solution(s) and draw conclusions.	assignment.	Students must complete at least <b>90%</b> of all assignments.
<b>9.</b> have an advanced understanding of the range of theories that inform and shape sociological work including Structural/functionalism, Conflict Theory, Exchange Theory, Symbolic Interactionism, Phenomenology and Postmodernism	Exam questions in essay and other formats measuring acquired knowledge of problems within applied areas and assumptions related to those problems.	Students must score at least <b>70%</b> of all possible points based on exam scores.

## Appendix V

# Sociology

**Bachelor of Science Degree Requirements**  
**Program Effective– Catalog Year 2009-2013**



FAIRMONT STATE

Name:

Minor:  (OPTIONAL)

UNIVERSITY COURSES (128 hours)					
REQUIRED SOCIOLOGY COURSES (30 hours)					
SOCY 1110 Introductory Sociology	3		SOCY 3301 Ethnology	3	
SOCY 2200 Social Problems	3		SOCY 3360 Methods of Social Research	3	
SOCY 2240 Nonparametric Statistics	3		SOCY 4470 Sociological Theory	3	
SOCY electives above 2200	12		total		30
SOCIOLOGY ELECTIVE COURSES					
SOCY 3310 Sociology of the Family	3		SOCY 3390 Social Movement	3	
SOCY 3325 Social Stratification	3		SOCY 4430 Community Organizations	3	
SOCY 3340 Juvenile Delinquency	3		SOCY 4450 Minority Groups	3	
MINOR COURSES (18+ hours)					
FREE ELECTIVES TO MEET GRADUATION REQUIREMENTS (36 hours)					
SOCIOLOGY MAJOR: ADDITIONAL LIBERAL STUDIES REQUIREMENTS (44 hours)					
(Please refer to liberal studies requirement sheet for specified classes under each category)					
	Hours	Completed		Hours	Completed
The First Year Experience	15		Scientific Discovery	8	
ENGL 1104	3			4	
ENGL 1108	3			4	
MATH 1100 OR HIGHER	3		Artistic/Creative Expression & Interdisciplinary/Advanced Studies Option	6	
INFO 1100	3				
SPCH 1100	3			3	
Society /Human Interactions	6			3	
	3		Cultural/Civilization Exploration	9	
	3			3	
Writing Intensive Course				3	
Foreign Language for a B.A. Degree	12			3	

## Appendix VI

### ASSESSMENT PLAN: SOCIOLOGY

#### **1. Objectives of the Program.**

The learning objectives within the sociology program include the following:

- (1) Prepare students for employment with substantive content and skill set of the social sciences;
- (2) Prepare students for graduate training;
- (3) Prepare students for responsible social action;
- (4) Prepare students with general critical thinking skill set for life-long learning.

#### **2. Achievement of Objectives.**

Each objective listed in 1 has an accompanying measure. Alumni surveys, which will include employment data, will provide much of the data, to be supplemented by personal contacts, through select focus groups, and through knowledge of students' achievements from a review of transcripts. The average GPA of seniors in their sociology courses and the number of graduating seniors who receive C or higher grade for required courses in theory, research methods, and substantive topics, will be assessed.

#### **3. Learning Outcomes of the Program.**

The learning outcomes within the sociology curriculum reflect an intersection between the (3.1) substantive content of the major, (3.2) specific sociological skills related to the major, and (3.3) general critical thinking skills that create an orientation for life-long learning.

##### **3.1 Substantive Content and Skill Set of Sociology Program**

- By the time they graduate, students will demonstrate knowledge of
- (a) the major social institutions (family, education, moral order, political and economic orders),
  - (b) the socialization process (social psychology),
  - (c) the role individuals play within organizations, such as work, community, political and urban areas and change within these organizations (social organizations),
  - (d) the theoretical formulations that serve as the foundation of the major (classical and contemporary theory),
  - (e) basic fundamentals of social statistics and methodology, and
  - (f) elective courses in substantive areas, such as social inequality and criminal justice.

##### **3.2 Social Science Skill Set**

By the time they graduate, students will demonstrate competence in the following set of skills related to the major:

- (a) Human Relations Skills, including working with others in groups, making decisions for organizations and supervising others;
- (b) Analytical Skills, including the ability to evaluate solutions for urban social problems;
- (c) Communication Skills, including writing formal reports and speaking in front of groups;
- (d) Ethical and Moral Awareness Skills, including the honest portrayal of data.

### **3.3 Critical Thinking Skill Set and Life-Long Learning Orientation**

By the time they graduate, students will be able to produce a portfolio of their research method's project thus demonstrating:

- (a) Critical Thinking Skill Set
  - 1) critical understanding of a theoretical model
  - 2) critical evaluation and testing of a theoretical model
  - 3) development of social policy to provide solutions to a unique problem (e.g., poverty in urban cities).
- (b) Life-Long Learning Orientation
  - 1) alumni survey questions relating to orientation (e.g., books read, keeping abreast of socio-economic-political news)

### **4. Measures Used to Assess Each Learning Outcome.**

In order to assess each learning outcome, the department uses several measures:

a. Senior exit focus groups: small groups of graduating seniors will be assembled and asked to evaluate different aspects of their undergraduate experience including: what students gained from required courses, quality of the learning environment, student motivation for life-long learning, and student strengths in communication skills. The focus groups will be organized by a sociology faculty member. (Measures 3.1, 3.2)

b. Alumni surveys will be sent out every fourth year to recent graduating seniors. The survey asks students about their current status, how the major and courses in the major relate to their employment or graduate school experience, and other questions about their undergraduate experience. (Measures 3.1, 3.2; beginning 2009)

c. Success of seniors applying to graduate schools is known by faculty who has written letters of recommendation for the students. This information will come from a combination of faculty members who write letters for these students and alumni survey information. A formal record of these results will be maintained in the departmental office. (Measures 1.2)

### **5 and 6. Setting Benchmarks for Learning Outcomes and Deriving Findings.**

The measures described in 4 above indicate some measures of learning outcomes. The following describes some specific goals or "benchmarks" we would like to attain:

a. The goal is to attain information from focus group results that indicate both the strengths of the department and areas in which students feel improvement is needed. From these results the department will make specific plans to evaluate problem areas and determine how best they need to be addressed.

b. The goal is to attain information from Alumni Surveys from students who are working, in graduate school, or are homemakers; these results will help us determine the strengths and weaknesses of our curriculum and teaching. Alumni feedback on the usefulness of aspects of the program can be put together with focus group and other feedback to make a plan to address problem areas.

c. The goal is for all of those applying to graduate school to be successful in entering graduate programs, often with funding. (Occasionally someone applies who we do not advise to apply.) We are now keeping up-to-date records of where they have applied, been accepted, received money, where they attend, and their graduations from programs. A combination of these records, the alumni survey results, and asking them specifically where they were well prepared and not well prepared for their graduate programs would provide measures of outcomes.

### **7. Process of Analyzing Findings for Improvement.**

Individual faculty and the faculty committees will be responsible for collecting, recording, and reporting each of the above indicators to the Advisory board annually in writing. Information from each of the learning outcomes measures will be presented for evaluation and recommendations. The committee's recommendations will be discussed in a faculty meeting annually, and where needed, corrective measures will be recommended.

### **8. Timeline for Assessment.**

Many of the indicators and measures mentioned above are now in place. Others can be initiated beginning with the 2013-2014 academic year. Rather than specifying specific activities for each year, the measures (with the exception of Alumni Surveys) are ongoing and will take place annually. For example, as students complete their S201 class, they will provide a copy of their paper for their portfolio. The department will be measuring at least one outcome each year.

### **9. Assessment, Accreditation and Licensure.**

This is not relevant to sociology and anthropology.

### **10. Communication of Objectives and Learning Outcomes to Faculty Members, Students, and Alumni.**

The objectives and learning outcomes will be communicated through advising, a welcome letter, a specially designed check sheet, our departmental website, and the student newsletter.



## Appendix VII

### Program Outcomes and Assessments for Sociology

The program outcomes for Sociology are listed below and reflect both outcomes suggested by the American Sociological Association in combination with additional outcomes which reflect the unique and developing program in sociology at Fairmont State University.

*Students who complete the B.S. in sociology will be able to:*

- 1. Demonstrate familiarity with the major concepts, theoretical perspectives, and relevant empirical findings in sociology as well as the nature and impact of social change.**

Sociology 1110 (Introductory Sociology): This course employs objective test items, including multiple-choice, true/false and matching items, as well as short, concise extra-credit writing assignments, to assess the student's familiarity with basic, general and relevant information about major concepts, theoretical perspectives, and relevant empirical findings in sociology as well as the nature and impact of social change.

Sociology 4430 (Community Organization): This class utilizes objective-type examinations, written take-home essay exams, small group presentations and extra-credit writing assignments to determine the student's familiarity with how major concepts, theoretical perspectives, and relevant empirical findings of sociology may be applied to understand the nature and impact of social change on the community.

Sociology 4470 (Sociological Theory): This course uses objective-type exams, written take-home essay exams, written journals, in-class discussions, in-class debates, and extra-credit writing assignments to assess the student's advanced understanding and detailed familiarity with the major concepts, theoretical perspectives, and relevant empirical findings in sociology as well as the nature and impact of social change.

- 2. Demonstrate awareness of the basic methods employed in sociological research, including formulation of hypotheses, research design, selection of appropriate statistical tools for data analysis, and the interpretation of empirical findings.**

Sociology 2240 (Non-parametric Statistics): The non-parametric statistics course provides students with the techniques to identify significant social phenomena and provides applied experience through use of census databases.

- 3. Evaluate a compilation of sociological material and findings relating to the social inequalities including stratification by gender, social class, age, and race using major sociological theories and concepts.**

Sociology 2200 (Social Problems): This course employs objective-type exams, group discussion methods, and extra-credit writing assignments to assess the student's ability to evaluate a compilation of sociological material and findings relating to the social inequalities

including stratification by gender, social class, age, and race using major sociological theories and concepts.

Sociology 3325 (Social Stratification): This class uses a combination of objective-type exams, take-home written essay exams, and short writing assignments to determine the student's capacity to evaluate a compilation of sociological material and findings relating to the social inequalities including stratification by gender, social class, age, and race using major sociological theories and concepts.

**4. Exhibit the ability to analyze social problems and suggest solutions through the application of a synthesis of sociological theories and concepts.**

Sociology 2200 (Social Problems): This course employs objective-type exams, group discussion methods, and extra-credit writing assignments to assess the student's ability to analyze social problems and suggest solutions through the application of a synthesis of sociological theories and concepts.

Sociology 3325 (Social Stratification): This course utilizes a combination of objective-type exams, take-home written essay exams, extra-credit writing assignments and an optional term paper, to determine the student's capacity to analyze social problems related to social inequality and suggest solutions through the application of a synthesis of sociological theories and concepts.

**5. Demonstrate the connections and relationships between social structure, culture, ethical principles and deviancy, as they apply to human social behavior using the concepts and theories of sociology.**

Sociology 2200 (Social Problems): This course employs a battery of objective items, in-class discussions, and extra-credit writing assignments to assess the student's ability to demonstrate the connections and relationships between social structure, culture, ethical principles and deviancy, as they apply to human social behavior using the concepts and theories of sociology, especially with regard to the topics of juvenile delinquency, organized crime, terrorism, and white-collar crime.

Sociology 3340 (Juvenile Delinquency): This class employs a combination of objective-type exams, group discussion methods, written analyses of relevant films and articles, short extra-credit writing assignments and an optional term paper, to assess the student's ability to demonstrate the connections and relationships between social structure, culture, ethical principles and deviancy, as they apply to human social behavior using the concepts and theories of sociology, especially with regard to the specific topics of anomie, cultural transmission, behavior modification, social class, delinquency by gender, social psychology and rehabilitation.

**6. Recognize and describe the interactions and institutions that characterize the individual and society especially with regard to the processes of socialization and social learning, and the interdependence of social institutions.**

Sociology 1110: This class employs objective test items, including multiple-choice, true/false and matching items, as well as short, concise extra-credit writing assignments to assess the student's ability to recognize and describe the interactions and institutions that characterize the individual and society especially with regard to the processes of socialization and social learning, and the interdependence of social institutions.

Sociology 4470 (Sociological Theory): This course uses objective-type exams, written take-home essay exams, written journals, in-class discussions, in-class debates, written review and analysis of relevant films and articles, and extra-credit writing assignments (pertaining largely to Symbolic Interactionism and Structural/Functionalism) to assess the student's refined and advanced ability to recognize and describe the interactions and institutions that characterize the individual and society especially with regard to the processes of socialization and social learning, and the interdependence of social institutions.

### **Feedback**

All outcomes and assessments are being entered into the Task Stream system which allows annual reporting of success rates based on outcome measures. Annual departments meetings with program advisors are used to review the outcome measures and recommend changes to improve student success and program growth. A similar process was used to determine the need for and initiation of the new population studies emphasis in sociology.

## Appendix VIII

### B.S. Sociology Program Outcomes

The program outcomes for Sociology are listed below and reflect both outcomes suggested by the American Sociological Association in combination with additional outcomes which reflect the unique and developing program in sociology at Fairmont State University.

Students who complete the B.S. in sociology will be able to:

#### B.S. Sociology Program Outcome 1

Demonstrate familiarity with the major concepts, theoretical perspectives, and relevant empirical findings in sociology as well as the nature and impact of social change.

▼ **Measure:** General field knowledge  
Program level; Direct - Exam

**Details/Description:** Completion of all materials in SOCY 1110  
**Satisfactory Performance Standard:** 70% of students score 70% or higher on all exams and assignments.  
**Ideal Performance Standard:** 100% of students score 70% or higher on all exams and assignments.  
**Implementation Plan (timeline):** current  
**Key/Responsible Personnel:** Craig White

#### Findings for General field knowledge

**Summary of Findings:** 1110 spring and fall. 87% of students received a C grade or better  
 73% of students met performance standards for 2012/13  
**Results:** Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Approaching  
**Recommendations :**  
**Reflections/Notes :**  
**Substantiating Evidence:**  
 📄 [1110 F11 link opens in new window](#) (Word Document (Open XML))  
 📄 [1110 for 2012-13 link opens in new window](#) (Adobe Acrobat Document)  
 📄 [1110 spring and fall link opens in new window](#) (Word Document (Open XML))

▼ **Measure:** Sociological Theory  
Program level; Direct - Other

**Details/Description:** Completion of all material in SOCY 4470  
**Satisfactory Performance Standard:** 70% of students score 70% or higher on all exams and assignments.  
**Ideal Performance Standard:** 100% of students score 70% or higher on all exams and assignments.  
**Implementation Plan (timeline):** current  
**Key/Responsible Personnel:** Craig White

#### Findings for Sociological Theory


**Summary of Findings:** 4470F11 & F12 100% of students received a C grade or higher.

**Results:** Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Exceeded

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [4470 F11 link opens in new window](#) (Word Document (Open XML))

 [F 12 link opens in new window](#) (Adobe Acrobat Document)

## B.S. Sociology Program Outcome 2

Demonstrate knowledge of the basic methods employed in sociological research, including formulation of hypotheses, research design, selection of appropriate statistical tools for data analysis, and the interpretation of empirical findings.

### ▼ Measure: Data analysis

Program level; Direct - Exam

**Details/Description:** Completion of Sociology 2240 (Nonparametric Statistics).

**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.

**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.

**Implementation Plan (timeline):** current

**Key/Responsible Personnel:** John Fitch

#### Findings for Data analysis

**Summary of Findings:** 2240 F11 100% of students received a C grade or higher.

No 2012-13 data.

**Results:** Satisfactory Performance Standard Achievement: Met; Ideal Performance Standard Achievement : Exceeded

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [2240 F11 link opens in new window](#) (Excel Workbook (Open XML))

### ▼ Measure: Methods

Program level; Direct - Other

**Details/Description:** Completion of Sociology 3360 (Methods of Social Research)

**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.

**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

#### Findings for Methods

**Summary of Findings:** regular instructor was hospitalized during the Spring semester.

No 2012-2013 data.

**Recommendations :**

**Reflections/Notes :**

▼ **Measure:** Research  
Program level; Direct - Student Artifact

**Details/Description:** Completion of Sociology 2240 (Nonparametric Statistics).

**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.

**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.

**Implementation Plan (timeline):** current

**Key/Responsible Personnel:** John Fitch

**Findings** for Research

**Summary of Findings:** 2240 F11 100% of students received a C grade or higher.

No 2012-13 data.

**Results:** Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Exceeded

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [2240 F11](#) link opens in new window (Excel Workbook (Open XML))

**B.S. Sociology Program Outcome 3**

Evaluate a compilation of sociological material and findings relating to the social inequalities including stratification by gender, social class, age, and race using major sociological theories and concepts.

▼ **Measure:** Problems  
Program level; Direct - Other

**Details/Description:** Completion of Sociology 2200 (Social Problems)

**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.

**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Findings** for Problems

**Summary of Findings:** SOCY 2200 F11 85% of students received a C grade or higher.

84% of students met performance standard for 2012-13.


**Results:** Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Approaching

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [2012-13](#) link opens in new window (Adobe Acrobat Document)

 [2200 F11](#) link opens in new window (Word Document (Open XML))

▼ **Measure: Stratification**  
Program level; Direct - Other

**Details/Description:** Completion of Sociology 3325 (Social Stratification)

**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.

**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Findings for Stratification**

**Summary of Findings:** May be removed from Sociology outcomes due to limited offering.

90% of students met performance standard for 2012-13

**Results:** Satisfactory Performance Standard Achievement:

Exceeded; Ideal Performance Standard Achievement : Approaching

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [2102-13 link opens in new window](#) (Adobe Acrobat Document)

**B.S. Sociology Program Outcome 4**

Exhibit the ability to analyze social problems and suggest solutions through the application of a synthesis of sociological theories and concepts.

▼ **Measure: Problems**  
Program level; Direct - Other

**Details/Description:** Completion of Sociology 2200 (Social Problems)

**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.

**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Findings for Problems**

**Summary of Findings:** SOCY 2200 F11 85% of students received a C grade or higher.

86% of students met performance standards for 2012-13.

**Results:** Satisfactory Performance Standard Achievement:


Exceeded; Ideal Performance Standard Achievement : Approaching

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [2012-13 link opens in new window](#) (Adobe Acrobat Document)

 [2200 F11 link opens in new window](#) (Word Document (Open XML))

▼ **Measure: Stratification**  
Program level; Direct - Other

**Details/Description:** Completion of Sociology 3325 (Social Stratification)

**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.

**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Findings for Stratification**

**Summary of Findings:** May be removed from Sociology outcomes due to limited offering.

90% of students met performance standard for 2012-13

**Results:** Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Approaching

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [2012-13 link opens in new window](#) (Adobe Acrobat Document)

▼ **Measure: Theories**  
Program level; Direct - Other

**Details/Description:** Completion of Sociology 4470 (Sociological Theory)

**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.

**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Findings for Theories**

**Summary of Findings:** 4470F11 & 12 100% of students received a C grade or higher.


**Results:** Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Exceeded

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [2012-13 link opens in new window](#) (Adobe Acrobat Document)

 [4470 F11 link opens in new window](#) (Word Document (Open XML))

**B.S. Sociology Program Outcome 5**

Recognize and describe the interactions and institutions that

▼ **Measure: Culture**  
Program level; Direct - Other



characterize the individual and society especially with regard to the processes of socialization and social learning, and the interdependence of social institutions.

**Details/Description:** Completion of Sociology 3301 (Ethnology)  
**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.  
**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.  
**Implementation Plan (timeline):**  
**Key/Responsible Personnel:**

#### Findings for Culture

**Summary of Findings:** SOCY 3301 F11 87% of students received a C grade or higher.


98% of students met performance standard for 2012-13


**Results:** Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Approaching

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [2012-13](#) link opens in new window (Adobe Acrobat Document)

 [3301 F11](#) link opens in new window (Word Document (Open XML))

#### ▼ **Measure:** Relationships Program level; Direct - Other

**Details/Description:** Completion of Sociology 2200 (Social Problems)

**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.

**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

#### Findings for Relationships

**Summary of Findings:** SOCY 2200 F11 85% of students received a C grade or higher.


86% of students met performance standards for 2012-13.


**Results:** Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Approaching

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [2012-13](#) link opens in new window (Adobe Acrobat Document)

 [2200 F11](#) link opens in new window (Word Document (Open XML))

#### **B.S. Sociology Program Outcome 6**

Demonstrate the connections and relationships between social structure, culture, ethical

#### ▼ **Measure:** Interactions Program level; Direct - Other

principles and deviancy, as they apply to human social behavior using the concepts and theories of sociology.

**Details/Description:** Completion of Sociology 1110 (Introductory Sociology)

**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.

**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

#### Findings for Interactions

**Summary of Findings:** 1110 spring and fall. 87% of students received a C grade or better

73% of students met performance standards for 2012/13

**Results:** Satisfactory Performance Standard Achievement:

Exceeded; Ideal Performance Standard Achievement : Approaching

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [1110 spring and fall link opens in new window](#) (Word Document (Open XML))

 [1110 F11 link opens in new window](#) (Word Document (Open XML))

 [2012-13 link opens in new window](#) (Adobe Acrobat Document)

#### ▼ Measure: Processes

Program level; Direct - Other

**Details/Description:** Completion of Sociology 4470 (Sociological Theory)

**Satisfactory Performance Standard:** 70% of students score 70% or higher on all course exams and assignments.

**Ideal Performance Standard:** 100% of students score 70% or higher on all course exams and assignments.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

#### Findings for Processes

**Summary of Findings:** 4470F11 & F12 100% of students received a C grade or higher.

**Results:** Satisfactory Performance Standard Achievement:


Exceeded; Ideal Performance Standard Achievement : Exceeded

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 [2012-13 link opens in new window](#) (Adobe Acrobat Document)

 [4470 F11 link opens in new window](#) (Word Document (Open XML))

#### ▼ Overall Recommendations

With one faculty hospitalized during the Spring of 2012 some of the data is missing. We are reviewing methods to avoid this in the future. Generally, the sociology program is meeting basic outcome criteria. Faculty and advisory members will review this data and decide on a future course of action to assure greater consistency in the data gathering process. A new sociology faculty member will focus on new program development.

## **Sociology**

### **Outcome 1**

Socy 1110 –

1. Adjust measures to more accurately reflect outcome.
2. Review present completion calculation utilizing student participation. Specifically, the inclusion of the number of students who fail to withdraw properly (thereby receiving a grade of F and counted on the roll), and those students who receive an “Incomplete”. Does excluding these students in final calculation change the proficiency success %?
3. Pursue and support student senate proposal for smaller class size.
4. Pursue the feasibility of using “cohorts” (used previously) to stimulate small group learning in large introductory classes.

Socy 4470 – No changes planned.

### **Outcome 2**

Socy 2240 – No changes planned.

Socy 3360 – No changes planned.

### **Outcome 3**

Socy 2200 – No changes planned.

Socy 3325 – No changes planned.

### **Outcome 4**

Socy 2200 – No changes planned.

Socy 3325 – No changes planned.

Socy 4470 – No changes planned.

### **Outcome 5**

Socy 3301 – No changes planned.

Socy 2200 – No changes planned.

**Outcome 6**

Socy 1110 –

1. Adjust measures to more accurately reflect outcome.
2. Review present completion calculation utilizing student participation. Specifically, the inclusion of the number of students who fail to withdraw properly (thereby receiving a grade of F and counted on the roll), and those students who receive an “Incomplete”. Does excluding these students in final calculation change the proficiency success %?
3. Pursue and support student senate proposal for smaller class size.
4. Pursue the feasibility of using “cohorts” (used previously) to stimulate small group learning in large introductory classes.

Socy 4470 – No changes planned.

---

## Appendix IX

### Sociology Program Advisory Board members list

Clarence Rohrbaugh, Chair, Department of Behavioral Sciences, Fairmont State University

Gerry Schmidt, Vice President and Chief Development Officer, Valley Healthcare System

Ann Shaver, Licensed counselor, Faculty, Department of Behavioral Sciences, Fairmont State University

Joe Shaver, Licensed counselor, Faculty, Department of Behavioral Sciences, Fairmont State University

Tulasi Joshi, Faculty, Department of Behavioral Sciences, Fairmont State University

Tad Kato, Faculty, Department of Behavioral Sciences, Fairmont State University

Craig White, Faculty, Department of Behavioral Sciences, Fairmont State University

Carolyn Jones, Executive Director, Family Service Agency, Adjunct Faculty, Department of Behavioral Sciences, Fairmont State University

Cindy Freeman, Director, Harrison county Senior Center

## Appendix X

### Faculty Data

Name \_\_\_\_\_  
 Craig C. White \_\_\_\_\_ Rank Professor, Senior Level \_\_\_\_\_

Check One:

Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Graduate Asst. \_\_\_\_\_

Highest Degree Earned \_\_\_\_\_ Ed.D \_\_\_\_\_ Date Degree Received  
1977 \_\_\_\_\_

Conferred by West Virginia University \_\_\_\_\_

Area of Specialization Sociology/Social Psychology of Sport \_\_\_\_\_

Professional registration/licensure \_\_\_\_\_ Yrs. of employment at present institution  
46 \_\_\_\_\_

Years of employment in higher education 46 Yrs. of related experience outside higher education \_\_\_\_\_

Non-teaching experience Tennis Teaching Professional MCPARC \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year:

#### *Fall, 2011*

Sociology 1110	Introductory Sociology	90
Sociology 2200	Social Problems	28
Sociology 3390	Social Movements	29
Sociology 4410	Industrial Sociology	18
Sociology 4470	Sociological Theory	12

#### *Spring, 2012*

Sociology 1110	Introductory Sociology	90
Sociology 1110	Introductory Sociology (Honors)	18
Sociology 3310	Sociology of the Family	33
Sociology 2200	Social Problems	32
Sociology 3325	Social Stratification	23
Sociology 3340	Juvenile Delinquency	22

#### *Fall, 2012*

Sociology 1110	Introductory Sociology	90
Sociology 2200	Social Problems	47
Sociology 3390	Social Movements	29
Sociology 4410	Industrial Sociology	32
Sociology 4470	Sociological Theory	8
Sociology 4497	Seminar: Special Problems	7

**Spring, 2013**

Sociology 1110	Introductory Sociology	88
Sociology 1110	Introductory Sociology (Honors)	17
Sociology 2200	Social Problems	33
Sociology 3325	Social Stratification	24
Sociology 3340	Juvenile Delinquency	19
Sociology 4497	Seminar: Special Problems	12

- (b) If degree is not in area of current assignment, explain.
- (c) Identify your professional development activities during the past five years.

***Instructor Exchange Development Activities***

- Fall, 2012 Craig White and Charles Shields: Creation and Evaluation of Innovative Course Debate Project. Project process and results presented to Instructor Exchange Committee in January of 2013 by Shields and White.
- Spring 2011 I helped organize the Instructor Exchange Panel Presentation on Unemployment in America, and participated as a panelist. Panel was moderated by Dr. Tad Kato and included Dr. Richard Bowyer, Dr. Paul Edwards and Dr. Sunil Surendran, among others.
- Fall, 2011 On October 11, 2011, I participated as a panelist for the African American Family Instructor Exchange Panel Presentation with a focus upon the unique social problems challenging Black Families in 20<sup>th</sup> Century America. Panel moderated by Dr. Greg Hinton.
- Fall 2012 I developed and presented a special lecture on Symbolic Interactionism for Dr. Tad Kato's Course in the History of Psychology as part of the Instructor Exchange program.
- Spring 2012 I developed a special lecture on Robert Merton's strain theory which was presented in Dr. Tad Kato's class in Developmental Psychology. Dr. Kato returned the favor with a special presentation for my class in Juvenile Delinquency

***Course Development Activities***

- Spring 2013 I created and taught an original course (Models of Reconciliation) as a collaborative effort with the Folklife Center and the week-long campus workshops surrounding the visit from the Reconciliation Team from Northern Ireland in April of 2013.
- Fall, 2012 I created and taught an original course (Sociology 4497: Innovative Social Intervention Models) with a special focus on innovative models designed to bring about the reduction of unemployment and poverty and the restoration of strong communities both in the United States and around the world.

***Other Activities***

- Spring, 2010 I attended a special workshop, with Dr. Richard Bowyer, in Charleston, WV to meet with officials of the West Virginia Bureau of Families and Children to learn about various grant opportunities and the potential role of the bureau in facilitating innovative community development programs in rural sectors in West Virginia.
- Fall, 2010 I attended a one-day seminar on Ruby Payne's Framework for Understanding Poverty program, held at Fleming Memorial Church on Locust Avenue in Fairmont which has been helpful in developing lectures for social Problems and Social Stratification

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition In last five years.
- (e) Indicate any other activities which have contributed to effective teaching.

Trip to India, in March of 2011, to work with officials at Osmania University and officials of the National Development Organization (RVP) to develop a community development initiative (The PACE Project, Inc.) in a targeted village, southern India.

Working with members of the PACE Project, Inc. to 1) achieve 501 (c) (3) status with the IRS; 2) develop and implement a community development initiative in Monongah, WV based on the principles developed in my book, and 3) conduct a community-wide needs assessment in Monongah.

(f) List professional books/papers published during the last five years.

*Unemployment Ended by Community Restored*, 2009, VBW Publishing, College Station Texas



### Faculty Data

Name Chris Kast Rank Temporary Assistant Professor of Sociology

Check One:

Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Graduate Asst. \_\_\_\_\_

Highest Degree Earned Ph.D. in Sociology Date Degree Received 2012

Conferred by Iowa State University

Area of Specialization: Research Methods/Statistics, and Group dynamics

Professional registration/licensure \_\_\_\_\_ Yrs. of employment at present institution <1

Years of employment in higher education 2 Yrs. of related experience outside higher education 2

Non-teaching experience 6

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

#### Fairmont State University

Fall 2013	SOCY 1110 Introductory Sociology	90
Fall 2013	SOCY 2220 Intro to Population Studies	20
Fall 2013	SOCY 2240 Nonparametric Statistics	21
Fall 2013	SOCY 3360 Methods of Social Research	2

#### Iowa State University

Spring 2013	SOC 401 Contemporary Social Theories	20
Spring 2013	SOC 310 Community	40
Fall 2012	SOC 381 Small group Behavior	20

(g) If degree is not in area of current assignment, explain. N/A

(h) Identify your professional development activities during the past five years.

- a. Attended professional conferences:
- (3) Society of Personality and Social Psychology
  - (4) Rural Sociology Society
  - (5) Group Processes Mini Conference
  - (6) Midwestern Sociology Society

- (7) American Sociological Association
- (8) North Central Sociological Association
- b. Specialized training:
  - (3) Teaching introductory Statistics with GAISE

- (i) List awards/honors (including invitations to speak in your area of expertise) or special recognition  
In last five years.

2011	Graduate and Professional Student Senate Peer Teaching Award
2010	Graduate and Professional Student Senate Research Award

- (j) Indicate any other activities which have contributed to effective teaching.

2012 Gardiner	Honors Project Supervisor, Mathew
2012-Present Review	Article Reviewer American Sociological
2008-Present Psychology	Article Reviewer Current Research in Social
2012- Present	Professional Research Consultant

- (k) List professional books/papers published during the last five years.

#### Refereed Articles

- **Kast, Chris**, Michael Richard Ransom, and Robert K. Shelly. 2012. "Self-enhancement through Group and Individual Social Judgments". *Current Research in Social Psychology*, 18(3).
- Arbuckle Jr, J. Gordon and **Chris Kast** . 2012 "Quality of life on the agricultural treadmill: Determinants of subjective well-being among Iowa farmers". *Journal of Rural Social Sciences*, 27(1):84-113
- **Kast, Chris**. 2008. "Social Identity Similarity Effects on Interpersonal Evaluations". *Current Research in Social Psychology*, 14(5).

#### Technical Reports

- Arbuckle, J. Gordon Jr., Peter Korsching, Paul Lasley, and **Chris Kast**. 2010. "Iowa Farm and Rural Life Poll: 2010 Summary Report." Extension Report PM3007. Ames, IA: Iowa State University Extension.

- Arbuckle, J. Gordon Jr., Peter Korsching, Paul Lasley, and **Chris Kast**. 2009. "Iowa Farm and Rural Life Poll: 2009 Summary Report." Extension Report PM2093. Ames, IA: Iowa State University Extension.
- Arbuckle, J. Gordon Jr., Peter Korsching, Paul Lasley, and **Chris Kast**. 2008. "Iowa Farm and Rural Life Poll: 2008 Summary Report." Extension Report PM2067. Ames, IA: Iowa State University Extension.

(l) List externally funded research (grants and contracts) during last five years. N/A

### Faculty Data

Name Dan Gurash Rank Assistant Professor

Check One:

Full-time  Part-time  Adjunct  Graduate Asst.

Highest Degree Earned Doctor of Ministry Date Degree Received 2006

Conferred by Trinity Theological Seminary

Area of Specialization Pastoral Ministry

Professional registration/licensure  Yrs. of employment at present institution 5

Years of employment in higher education  Yrs. of related experience outside higher education

Non-teaching experience

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

2013-14 Fall Spring

Introduction to Sociology Introduction to Sociology

Ethnology Ethnology

Sociology of the Family Sociology of the Family

Minority Groups Minority Groups

Sociology of Religion

2012-13 Fall Spring

Introduction to Sociology Geography of Asia

Introduction to Anthropology Economic Geography

Sociology of the Family Introduction to Population Studies

Geography of North America Ethnology

Minority Groups

(b) If degree is not in area of current assignment, explain.

In regards to my qualifications for teaching courses in sociology, I offer the following defense. My approach is to offer evidence from a variety of positions: academics and training, cultural background, life experience, teaching experience and academic integrity

#### **Academics**

My life has been an experience in continuing education. I have always strived to grow, learn and achieve understanding of the world around me. I hold two graduate degrees, a post-graduate degree and three units in the specialized study of chaplaincy.

Sociology is defined as "the scientific study of society and human behavior." My academic work completed in graduate and post-graduate courses intersect with the curriculum in sociology. This academic work includes the study of ancient

societies, education and its role in cultural development, social ethics, historical and cultural development in America, communication theory involving multicultural communication as well as issues during stages of life. Some may argue, can crossing lines between religious education and secular education be effective? Let me introduce Michael Eric Dyson. Dr. Dyson received a Ph.D. in religion from Princeton University. He has taught at DePaul University, Chicago Theological Seminary, the University of North Carolina at Chapel Hill, Columbia University, Brown University, and the University of Pennsylvania. Since 2007, Dyson has been University Professor of Sociology at Georgetown University. He has a diversified and leveled background of *life* experiences that contribute to his effectiveness.

I can understand how this can enhance knowledge. I worked along-side the academic arena during ten years of employment as a reference librarian. I interacted closely with Fairmont State and the county schools to provide assistance to their students by leading them to materials for their discipline. This not only sharpened my skills as to information readily available for the academic arena, it also gave me enthusiasm for using these multiple avenues to enhance learning. I was able to observe and experience people finding and working with knowledge obtained through research. This ultimately gave me practical, social interaction with education.

### **Cultural Background and Awareness**

Many learn about the effects of culture merely through books and lectures. I have had firsthand knowledge in this area. It not only makes me aware of the vastness of our world and the differences among its people, it also makes me aware of the need for the understanding of cultural differences.

Throughout my life I have had to work through what I term the *clash of two cultures*. I was raised as a first generation American of a Serbian mother and father. I became a product of two vastly different cultural influences.

The household in which I was raised basically had all the characteristics and climate of the *old country* (Serbia and Montenegro that were once part of the formal Yugoslavia) lived in America. For all intents and purposes, I was (unknown at the time) and ESL student.

Through the recent experience of visiting family in Montenegro, I have been able to identify various cultural and societal intersections that had an influence. It has brought understanding to me and my family, who now can appreciate that I had two cultures shape my life. The cultural conflicts that had once been emotionally unsettling were becoming a springboard.

This has broadened my world and my understanding of it. I continue to explore other intersections that exist. I am equipped to share and expound these within the context of the discipline with my students. I do not teach mere theories, but add *flesh and blood* examples that enable a more complete response and understanding to the world in which they live.

### **Life Experiences**

As previously mentioned, I am a *life* learner. I strive to *expand my horizons* both personally and professionally. I do this educationally and relationally.

In 2007 I completed a yearlong residency in chaplaincy at West Virginia Hospital's Ruby Memorial (a trauma hospital that serves a four state area). I completed three units of Clinical Pastoral Education credits which involved 100 hours of classroom and 300 hours of clinical experience per unit. My responsibilities included working with the medical staff, providing spiritual and emotional support to them and to their patients. I worked in the intensive care units and emergency rooms dealing with daily crises. I had close interaction and involvement with individuals struggling with chemical dependency in the Drug Dependency Unit of Chestnut Ridge Hospital.

I believe the ability to face situations, to strive to communicate, to gain understanding that is helpful and practical finds its way into the classrooms I now conduct. I continually dialogue with the students, monitor class participation, involve the students with the material presented, and look for further ways to enhance each subject. I am currently gathering

documentaries that will supplement and bring clarity to the geography class I am now teaching. This is an ongoing, life pattern.

### **Teaching Experience**

I have taught a variety of classes within a broad range disciplines. I have taught in elementary schools, religious schools and services, retreats and seminars, and college. I have been a guest lecturer for Fresno State University in Fresno, California and Robeson Community College in Lumberton, North Carolina. I also served on a faculty panel on Medical Ethics at the West Virginia University Medical School.

I have taught at both Fairmont State University and Pierpont Community and Technical College. Class subjects include *Introduction to Psychology*, *Introduction to Sociology*, *Ethnology*, *Introduction to Population Studies*, *Social Problems*, *Geography of Asia*, *Introduction to Geography*, and *Ethics*.

The classroom has been the expression of the assimilation of many elements. For the student's benefit, the classroom is transformed into a laboratory in which they research, experiment and discover personal meaning to the information presented. Each course in sociology affords the opportunity to take the *facts* of the course and incorporate those into the life of the student.

In the *Introduction to Population Studies* course, the main project involves the student researching their perspective vocation from a demographic position. This project is to include the elements of education, income, long term projections, geographic location and one's personal preferences. As a result, the student will grasp the educational requirements, the issue of salary and its relationship to cost of living as well as issues surrounding housing and family preferences.

The course of *Ethnology* is another example. I introduce a *compare and contrast* emphasis that underlies the course content. In this venue I assign such projects as the *Family Tree* assignment. Through this project the student interviews older family members. This activity identifies family structures, cultural distinctive and influences. By understanding the culture and the forces that guided their behavior, the student is better equipped to understand and objectively interact with those from other cultures.

In my *Introduction to Sociology* course, various social communities both past and present are studied. The Oneida Society is discussed in great depth providing exposure to a different yet affluent community. Various current communities in West Virginia are presented using videos, giving the student visual information on the distinctiveness of some existing societies. The students gain exposure to the fluid nature of society and to the beliefs of those who help shape it.

In my *Geography of Asia* course, I strived to combine physical geography with culture. Students from Nepal prepared and shared a Nepalese meal with the class. This opened up dialogue and the world became more than information on a page. It was meant to be an academically enriching experience for those who participated.

In my *Ethics* course, I had many guest speakers lecture on the different aspect of ethics. They spoke from their expertise in their fields. A doctor spoke about medical ethics. A business owner spoke on business ethics. A lawyer spoke on legal ethics. Each segment ended with a question/answer period which encouraged a personal involvement between the professional, the student and the material presented.

### **Academic Integrity**

The teaching profession has long been honored by me. Because teachers have had a great influence on my life, I feel indebted to the vocation. Since I have been so interested and my *ears so perked*, I have patterned teaching skills after good examples and continue to do so from my present colleagues at Fairmont State University.

I have desired to embrace and share the heart for teaching that I have found. Someone once stated that learning is caught more than taught. Catch the instructor's enthusiasm and knowledge of the subject matter combined with a genuine

concern for the student and much will be passed on. Exhibiting and having actual concern for a student affects learning and performance. This includes the care of students on a personal as well as academic level. I have gone to great lengths to insure fairness, opportunity for learning and achieving the best grade possible for each student.

(c) Identify your professional development activities during the past five years.

Various academic trips abroad including Eastern Europe, Western Europe, Middle East (2006, 2012, 2013)

Study trip to Alaska (2013)

(d) List awards/honors (including invitations to speak in your area of expertise) or special recognition

In last five years. None.

(e) Indicate any other activities which have contributed to effective teaching.

Serve on International Student Academic Committee

(f) List professional books/papers published during the last five years. None.

(g) List externally funded research (grants and contracts) during last five years. None.

## Appendix XI

## Sociology Programs on Other Campuses

**Glennville State College**

- Glennville State does not have a stand-alone Sociology Program
- Sociology is one concentration along with psychology in the B.S. in Behavioral Science, which is a program offered by the Department of Social Sciences.
- Other B.S. Degrees offered in the Department of Social Sciences include 1) Criminal Justice, 2) History and Political Science, and 3) Social Studies Education.
- The B.S. in behavioral science includes 15 hours of Sociology in the Behavioral Sciences Core with an additional minimum of 6 hours of upper-division sociology electives.
- The total minimum requirement for the sociology component of the Behavioral sciences major is 21 hours.
- The Behavioral sciences major requires 51 total hours.
- The Sociology minor requires 18 total hours including two required courses and four electives
- The Department of Social Sciences has 8 faculty members which include two full-time Ph.D.s in Sociology-Social Work.
- The research methods course is owned by the Social Studies Education Program
- The total number of Sociology Courses listed in their Catalog is 11, and 3 of these are clearly tied to a human services component (Interviewing and Counseling, Case Management, and Death and Dying).
- As of Fall of 2012 there were 93 majors in Behavioral Science.

**West Virginia University**

- West Virginia University offers degrees in 1) Sociology and Anthropology and 2) Criminology through their department of Sociology & Anthropology housed in the Eberly college of Arts and Sciences.
- The B.A. in Sociology and Anthropology includes 20 hours of sociology in the core along with a required statistics course from outside the department. In addition an emphasis in either sociology or anthropology must be declared resulting in the completion of 15 hours of upper-division sociology or anthropology electives.
- The sociology and anthropology major requires 38 total hours.
- The Sociology minor requires 18 total hours including one required courses and five electives
- The Department of Social Sciences has 16 full time faculty members, 15 instructors and lecturers, and 5 adjunct faculty.



- Of these 16 full time faculty members 13 have a Ph.D. in Sociology, 2 have a Ph.D. in Anthropology, and 1 has a Ph.D. in psychoeducational processes. Additionally, 1 is a clinical associate professor, 1 is a teaching assistant professor, and 1 a visiting assistant professor.
- The total number of Sociology Courses listed in their Catalog is 56 with 30 courses in the general sociology major, 10 in the criminology major open to sociology students, and 16 in the anthropology emphasis.
- The Department Chair is Dr. Corey Colyer who informed me as of January 2014 there were 160 majors in Sociology and Anthropology according to university records. Internal department advising records suggest that 52 are in the Sociology area of Emphasis, 28 are in the Anthropology area of emphasis, and 21 are undeclared. No data was available on the remaining students.

### **West Liberty University**

- Sociology is a "concentration" in the Social Sciences Major at West Liberty University
- You can earn either a Bachelor of Sciences or a Bachelor of Arts degree in Social Sciences
- Other concentrations include Appalachian studies, Geography, History, Interdisciplinary Pre-law, International studies, and Political Science.
- The Sociology minor requires 24 total hours including 3 required courses and five electives
- For the Sociology Concentration
  - General Studies requirements for the B.A. in Social Sciences = 48 hours
- All Social Sciences Majors are required to take 30 hours in the Social Science Core, including Sociology 150 (Basic concepts of Sociology)
- The Sociology Concentration requires an additional 24 hours of coursework.
  - Four required classes
  - Four upper division elective courses
- The Department of Social and Behavioral Sciences has 18 full-time instructors including nine with Ph.D. degrees, two with JD's., one with an Ed.D, one with a Psy.D., two with an M.S.W., one with an M.A. in history, one with an M.A. in geography, and one with an M.S. in psychology.
- The Interim Department Chair is Dr. Tammy McClain who informed me as of (January 2014) there were:
  - ***The number of students majoring in Social Sciences = 31***
  - ***The number of students with minor in Sociology = 0***
  - ***The number of Student with a concentration in Sociology at present =1***

- There is one full-time sociologist on staff: Susan Herrick, Ph.D. The following information regarding Dr. Herrick may be relevant since she is the lone sociologist in the Social Sciences Program at West Liberty.
  - Ph.D. Sociology, Department of Sociology and Anthropology University of New Hampshire, Durham.
  - M.A. Sociology, University of New Hampshire.
  - M.A. Psychology ( Biopsychology), Hunter College, City University of New York.
  - B.A. Psychology, Queens College, City University of New York.

## Appendix XII

*Sociology Graduate Updates*

*Erica Kay Tonkin; class of 2010; Trained in Massage Therapy/Holistic Medicine from 2010 to 2013 in Asheville, N.C.; Presently working on a Master's Degree in Social Work at Western Carolina University in Asheville, N.C.*

*Jeffrey Wiley; class of 2011; 2011-2013 Human Services worker, southern WV; 2013 to the present, Federal Correctional Officer at Hazelton (Preston County; working presently to Complete his Masters in Leadership Studies at Marshall (two classes and capstone class to go).*

*Cory Michael Adams; class of 2009; worked in the Sherriff's Department in Harrison County for two years; Worked as a process server for one year; 2013-2014 full-time employed with the U.S. Air Force.*

*Yvonne Lee Shaver; class of 2010; Part-time Associate at Walmart for two years; Proud Grandmother and phasing out to retirement at Walmart at present.*

*Sara Helmick; class of 2011; full-time employment with Family Services in Fairmont for two years(2011-2013); presently unemployed.*

*Addie Wilson; class of 2010; full-time employee with HOMEBASE, Inc. from 2010 to the present; Outreach Coordinator with HomeBase (Human Services Agency).*

*Janet Bucklew; class of 2010; retired for medical reasons from pre-graduation employment in 2008; presently serving as a Lay-Servant for Enterprise United Method Church (Minister, but cannot perform sacraments).*

*Mary Sinisi; class of 2012; also finished degree in Culinary Arts from Pierpont; full-time employment presently with Aladdin Food Services at FSU(Falcon Center Dining Hall). Board Member, The PACE Project, Inc.; Also teaching one class for Pierpont at present.*

*Joseph Paris; class of 2012; attended Pittsburgh Theological Seminary from 2012-2013;presently full-time Pastor at the United Methodist Church in Albright, WV(last 18 months); Working on his Master's Degree in Human Services, specializing in Life Coaching, at Liberty University in Lynchburg, VA (online program) since fall of 2013.*

*Autumn Summers; class of 2010; worked for Teletech in Morgantown in 2011; from 2011-2013 worked full-time at a High Life Lounge in Fairmont; in the Fall of 2013 she enrolled in the Master's Degree Program in Public Administration at WVU and is presently in her second year.*

*James M. Poling; class of 2011; from 2011 until summer of 2012 worked at a custom fabrication company as a Quality Control Supervisor; since then he has worked full-time as Assistant Manager for a third-party marketing firm and volunteered that "his training in sociology at FSU fits his position perfectly."*

*David Shreve; class of 2009; from 2009 until 2013 he worked full-time for SRA International Contract Development as a Communication Specialist. For the last two months he took a similar position with the National Cancer Institute. He volunteered that he double-majored in English and Sociology and that it was his sociology training at FSU that provided for the great clarity needed in his work."*

*Marissa Schrebe; class of 2011; worked as a para-legal for attorney Jerry Sklavounakis in Wheeling, WV from the Fall of 2012 until the Fall of 2013; presently enrolled full-time in Nursing School at Belmont College in St. Clairesville, OH(RN Program)*

*Shana Holyfield, class of 2009 West Recruiter for federal government. States degree was useless without continuation to the masters level. School drained her finances. Degree to fulfill family desire.*

*Sierra Gaid Graduated 2009 Desire to go to law school. Could not get job. Masters in International marketing and communication for WVU. currently works for Dupont.*

*Jessica Heflin graduated 2009 worked at the Youth Academy and currently works for the DHHR in youth services. Plans to sit for the social work exam.*

*Daniel Jones graduated 2011 worked as a counselor at the Summit Youth Center before moving to the state juvenile corrections courts. Plans to attend a master's program in public administration.*

*Brandon Battiste graduated 2009 counselor in non-profit human services.*

*Aaron Woodard graduated 2009 career military active duty at camp Dawson. Planning to attend a master's program in homeland security.*