

**PROGRAM REVIEW**  
**Fairmont State Board of Governors**  
**Format for Programs Without Specialized Accreditation**

Date Submitted April 25, 2009

Program Bachelor of Science in Sociology with new emphasis in Population Studies  
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:

- 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 program for the Bachelor of Science in Sociology is currently understaffed with only one PhD level instructor, one other full time instructor, and one half time instructor. This program has initiated a new emphasis integrating the application of Global Positioning Systems in a sociological world view and has grown considerably since the previous five year review was completed. Off campus offerings of lower level courses have increased from 18 per year in the 2004 review to 30 per year in the 2009 review. The on-campus majors has increased from an average 47 a year to 53 a year and the number of graduates has increased from 7 a year to 17 a year. The student numbers indicate growth and increased student retention.

\_\_\_\_\_  
Signature of person preparing report:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Dean or School Head

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Provost and Vice President for Academic Affairs:

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_

Signature of President:

Date

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

\_\_\_\_\_  
Date

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# PROGRAM REVIEW

FAIRMONT STATE UNIVERSITY OR PIERPONT COMMUNITY AND TECHNICAL COLLEGE	
Program:	Sociology
School:	Department of Behavioral Sciences / College of Liberal Arts
Date:	April 25, 2009

## 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	See attached database. (Appendix I)  The number of graduates has increase from a total of 35 reported from the previous 5 year review to a total of 93 for the current review.
Program courses	See attached database. (Appendix I)

Service courses	<p>No SOCY courses are service only.</p> <p>Socy 1110 and 3301 are required for teacher ed. in social studies with all other socy courses listed as an option.</p> <p>Health science requires Socy 2200</p> <p>Socy 1110 and 1111 are liberal studies options.</p> <p>All 2000+ socy courses are options for the crju major</p> <p>Other service includes students taking socy course to fulfill minor requirements. (Appendix I)</p>
Success rates Serv Crs	<p>See attached database. (Appendix II)</p> <p>Success rates for Sociology courses range from a low of 71% to a high of 100% with an overall average of 91%.</p>
ext ed/off campus crses	See attached database. (Appendix III)
cost/student credit hour	The College of Liberal Arts direct cost per instructional credit hour is \$ 196.76. See attached database. (Appendix III)

#### Liberal Studies Requirements Met

The only course listed in the current “Society/Human Interactions” requirements for Liberal Studies is SOCY 1110, Introduction to Sociology.

(See outcomes and assessment forms for each course in Appendix V and liberal studies in VII)

#### Assessment Requirements

See attached program Goals and Assessments in Appendix VI.

The new outcomes and assessments approach along with the Task Stream 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. This board had an informational meeting in May 2008 and is expected to meet again May 2009 for a review of program progress and recommendations. (See Appendix X for a list of board members.)

#### Adjunct use

See attached database. (Appendix I)

Adjunct use has decreased over the 5 year reporting period and is currently less than half of what it was at the beginning of the reporting period. This has occurred without an increase in full-time faculty and an increase in total students served.

#### Graduation/Retention Rates

See attached database. (Appendix I)

.795 Retention equals 5 year graduates/ applicants

#### Previous Program Review Results

The 2003 review was revised in 2004 and the program received a “Continuation of program with corrective action” recommendation. The Rationale for recommendation was that “The B.S. degree in Sociology meets the four required program characteristics of adequacy, viability, necessity, and consistency with the mission of Fairmont State University; faculty must develop and implement a comprehensive assessment program that ensures student learning.” A comprehensive assessment program was developed which includes “value added” exams given to incoming majors and graduating majors, student focus groups, portfolio evaluation, and alumni surveys. (Appendix IV)

### ADEQUACY (§ 4.2.4.2)

#### Program Requirements:

Liberal Studies	32-42	__44_hrs	2003-2008 liberal studies requirements
Major	32-65	__30_hrs	See attached Appendix VI
Electives	min 21	__54_hrs	Includes 18-21 hrs. for a minor
TOTAL	max 128	_128_hrs	

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

#### Faculty Data

Faculty Data Sheets (See Appendix VIII)

Accreditation/national standards

No accreditation or national standards available.

### **NECESSITY (§ 4.1.3.3)**

Similar Programs in WV (See Appendix IX)

### **CONSISTENCY WITH MISSION (§ 4.1.3.4)**

Explain how this program fits into the mission of the institution. Identify the relationship of this program to other programs at the institution, especially in terms of mutual support (e.g., shared faculty, shared facilities, shared course requirements for external program accreditation).

*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. One faculty member also teaches in the sociology program, the psychology program, and a 2+2 program in social work.

*Concluding remarks:* The Sociology program now includes an emphasis in population studies that integrates sociology and geography. This integration of fields is 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 grow in number of graduating students, remains current with advances in course material and technological applications, and makes use of assessment feedback to develop and improve for the future.

### Signatures and Recommendations

Form attached here from Campus review committee.

CONCENTRATION	200410	200420	200510	200520	200610	200620	200710	200720	200810	200820	200910	Grand Total
Majors												
Population Studies											3	3
General	40	49	50	57	56	54	54	57	58	53	52	580
Graduates												
Population Studies											1	1
General	6	9	3	10	9	17	6	7	9	9	9	93
Applicants												
Current term majors- (previous term majors -previous term graduates)	12	15	10	10	9	7	17	9	8	4	11	117
Enrollment by course Students/sections												
1110	793/18	656/23	702/21	732/25	1154/24	637/17	646/13	658/19	545/13	572/17	680/14	7775/204
1111	56/2	42/1	65/3	32/1	134/6	30/1	46/2		14/1		19/2	438/19
2200	110/4	153/6	137/6	126/5	262/8	114/4	135/4	166/7	100/5	114/6	105/4	1522/59
2230	14/2	28/3	24/2	29/2	81/5	32/2	22/1	22/1		15/1	34/1	291/20
2240	23/2		32/2		84/4		39/2		37/2		39/2	254/14
3301	62/2	79/2	59/2	91/3	140/4	65/2	56/2	86/2	33/1	44/1	71/2	786/23
3310	50/2	42/2	69/2	62/2	114/4	36/1	72/2	48/2	71/2	26/1	74/2	664/22
3325	18/1	51/2	28/1			49/2		49/2		18/1		213/9
3340		34/1		48/2	32/2	27/1		35/1		42/1		218/8
3360		16/2	15/1	20/2		30/2		24/3		30/2		135/12
3390											30/1	30/1
4410	8/1		13/1									21/2
4430			17/1				25/1		34/1			76/3
4450	10/1	35/1	28/1	29/1	50/2	36/1	25/1	61/2	27/1	28/1	25/1	354/13
4470	19/1		22/1		58/2	6/1	25/1	3/1	23/1	3/1	23/1	182/10
Total												12959/419
Sections taught by Adjuncts	18	11	17	11	11	11	8	9	6	6	8	
Students declaring a Sociology minor (18cr hrs)												
	6	9	3	10	9	17	6	7	9	9	9	



Appendix II

	200410	200420	200510	200520	200610	200620	200710	200720	200810	200820	200910	
<b>Service course success (%= students with C or better/total students receiving grade)</b>												
1110	86	87	85	83	78	82	76	78	73	77	75	
1111	94	88	87	93	84	96	76		100		89	
2200	90	92	84	85	83	92	87	83	93	82	85	
2230	71	80	64	78	76	96	100	52		100	68	
2240	100		92		100		94		100		100	
3301	92	91	88	98	97	93	90	89	96	100	91	
3310	100	100	91	94	94	95	93	96	85	94	94	
3325		90		91		93		95		81		
3340		91		99	100	100		98		100		
3360		100	100	88		100		100		88		
3390											100	
4410	100		82									
4430			100				100		100			
4450	100	100	96	89	95	100	96	96	100	86	100	
4470	100		100		100	100	96	100	100	100	100	

Appendix III

	200410	200420	200510	200520	200610	200620	200710	200720	200810	200820	200910	
Off campus courses Enrollment/sections												
1110	204/6	316/14	196/9	321/15	304/12	253/11	213/8	343/16	188/9	197/10	221/9	2756/119
1111		7/1	16/1		28/2		21/1		14/1		19/2	105/8
2200		60/3	29/2	32/2	30/2	20/1	22/1	70/4	18/2	52/4	28/2	361/23
2230		5/1		22/2	19/1							46/4
2240												0
3301				19/1			26/1					45/2
3310		9/1		18/1				22/1				49/3
3325		14/1				16/1		18/1				48/3
3340				8/1								8/1
3360			15/1					4/1				19/2
3390												0
4410			17/1									17/1
4430								20/1				20/1
4450	10/1											10/1
4470												0
Total												3484/168

Cost/Student credit hour				Average students/section	Student credit hours		
Total 5yr student count	12959	Total 3cr hour sections	419	31	38877		
Off campus 5yr student count	3484	Off campus 3cr hour sections	168	21	10452		
On campus 5yr student count	9475	On campus 3cr hour sections	251	38	28425		
<b>Program Costs</b>							
5yrs salary cost for 2.5 Faculty	1005499.00	Includes benefits					
5yrs total adjunct cost	147162.00	Includes benefits					
Program % of Department expenses (5yr)	17973.00	Program cost/Student cr. hrs.	41.18				
Total program cost (5yr)	1170639.00	Figure does not include University admin. or facility cost					



## 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, portfolios, and faculty recommendation letters for graduate school. When the faculty reviews the graduating seniors' materials, objective measures, such as 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. Before seniors apply for graduation, they will complete a portfolio as part of the major's requirement, presenting written work (both papers and essay exams), course grades, and special assignments (e.g., journals) that students have done in their classes over their career as a sociology major. The portfolio will include: (1) an internet assignment paper (from S201), (2) the research methods paper (from S306 or S406), (3) a paper from at least one substantive class, (4) accumulative G.P.A., (5) examination grades in classical and contemporary theory courses and (6) reports or evaluations from internships, simulations or service learning projects. Some samples of these portfolios will be reviewed by the Student Affairs Committee once every four years and a report will be written reporting an overall analysis of students' achievements. (Measures 3.1, 3.2, 3.3 being developed in the Task Stream system)

d. 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 senior portfolios from those students who complete this project to show high quality work and experiences, providing a measure of what those students see as their best work in a substantive class and in methods, and their other accomplishments while a major in the program. These will be reviewed to determine if the faculty members feel the standards for a senior about to graduate are being met. To assess whether the high standards of the sociology program are being met, each student's portfolio will be evaluated using a scoring system of a scale from 0 to 100, where an acceptable level of performance is met with a score of 70 or better. This level of performance will reflect standards of performance on writing style, grammar, spelling, presentation of research and theoretical concepts, and quality of research design and findings. We expect that at least 95 percent of our students will have portfolios that will be at this standard of 70 or better.

d. 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 chair of the department annually in writing. Information from each of the learning outcomes measures will be presented by the Student Affairs Committee 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 2009-2010 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 V

Course: Sociology 1110

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

Date: revised

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
<ol style="list-style-type: none"> <li>1. demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and recent trends in sociology.</li> </ol>	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.
<ol style="list-style-type: none"> <li>2. recognize basic research methods in sociology, including research procedures, statistical analysis of data, and interpretation of results.</li> </ol>	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.
<ol style="list-style-type: none"> <li>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.</li> </ol>	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.
<ol style="list-style-type: none"> <li>4. weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of sociology as a science and/or scholarly discipline.</li> </ol>	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.
<ol style="list-style-type: none"> <li>5. recognize, understand, and respect the complexity of sociocultural diversity.</li> </ol>	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.
<ol style="list-style-type: none"> <li>6. understand and apply sociological principles in various</li> </ol>	Topic relevant exam items and writing assignments.	Students must score at least <b>70%</b> of all possible points



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: revised**

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: revised**

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> Competing 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> Competing 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> Competing 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> 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> 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> 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: revised**

<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: revised**

<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	Class work and homework	Student must complete all

between diverse facts, theories, and observations.	assignments.	assignments.
<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: revised**

<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 restating 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**

<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)
7. 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
8. Identify and evaluate empirical data related to family studies	Assignments that require reading and comprehending professional journal articles	60% on all assignments
9. Demonstrate knowledge of key concepts and behaviors in family interactions	Written assignments and role play	60% on assignments and role play
10.		
11.		
12.		

**Course: SOCY 3360 Methods of Social Research**

**Instructor (name/email): John Fitch**

**Date: 10/27/2008**

<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. 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: revised**

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	Students must score at least <b>70%</b> of all possible points based on exam scores..

	movements.	
4. Show how the application of social change concepts brings about a more detailed understanding of the dynamics and processes that affect social movements.	Writing assignments 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.	Students must complete assignments.
5. List and elaborate upon the causes of social mobility in a modern open class system such as that exemplified by American Society.	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).	Students must score at least <b>70%</b> of all possible points based on exam scores and project work.

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

Attribute IA critical analysis

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. 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-	Discussion on causes of	Students will be active in

examples, counter-evidence or outliers.	weaknesses in designs or theory.	class discussions.
<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 VI

### 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 VII**

**Sociology**

**Bachelor of Science Degree Requirements**

Program Effective– Catalog Year 2005-2008



**FAIRMONT STATE**

Name:

Minor:  (OPTIONAL)

<b>UNIVERSITY COURSES (128 hours)</b>					
<b>REQUIRED SOCIOLOGY COURSES (30 hours)</b>					
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
<b>SOCIOLOGY ELECTIVE COURSES</b>					
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	
<b>MINOR COURSES (18+ hours)</b>					
<b>FREE ELECTIVES TO MEET GRADUATION REQUIREMENTS (36 hours)</b>					
<b>SOCIOLOGY MAJOR: ADDITIONAL LIBERAL STUDIES REQUIREMENTS (44 hours)</b>					
(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			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	

## Faculty Data

Name : Craig C. White \_\_\_\_\_ Rank: Professor of Sociology \_\_\_\_\_

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 of Sport and Sport Social Psychology \_\_\_\_\_

Professional registration/licensure \_\_\_\_\_    Yrs. of employment at present institution 42 \_\_\_\_\_

Years of employment in higher education 42    Yrs. of related experience outside higher education 0 \_\_\_\_\_

Non-teaching experience 18 \_\_\_\_\_

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.

<u>Year/Semester</u>	<u>Course Number &amp; Title</u>	<u>Enrollment</u>
<b>Fall, 2007</b>	<b>Sociology 1110 Introductory Sociology</b>	<b>85</b>
<b>Fall, 2007</b>	<b>Sociology 2200 Social Problems</b>	<b>45</b>
<b>Fall, 2007</b>	<b>Sociology 4470 Sociological Theory</b>	<b>25</b>
<b>Fall, 2007</b>	<b>Sociology 4430 Community Organization</b>	<b>30</b>
<b>Fall, 2007</b>	<b>H.S.M.S 6671 Advanced Organizational Theory</b>	<b>14</b>
<b>Spring, 2008</b>	<b>Sociology 1110 Introductory sociology</b>	<b>75</b>
<b>Spring, 2008</b>	<b>Sociology 2200 Social Problems</b>	<b>45</b>
<b>Spring, 2008</b>	<b>Sociology 3325 Social stratification</b>	<b>20</b>
<b>Spring, 2008</b>	<b>Sociology 1110 Honors Intro (Linked to World Literature taught by Robert Baker)</b>	<b>15</b>
<b>Spring, 2008</b>	<b>Sociology 3340 Juvenile Delinquency</b>	<b>40</b>
<b>Fall, 2008</b>	<b>Sociology 1110 Introductory Sociology</b>	<b>75</b>
<b>Fall, 2008</b>	<b>Sociology 2200 Social Problems</b>	<b>45</b>
<b>Fall, 2008</b>	<b>Sociology 4470 Sociological Theory</b>	<b>25</b>
<b>Fall, 2008</b>	<b>Sociology 3390 Social Movements</b>	<b>35</b>

Fall, 2008	H.S.M.S. 6671 Advanced Organizational Theory	3
Spring, 2009	Sociology 1110 Introductory sociology	75
Spring, 2009	Sociology 2200 Social Problems	45
Spring, 2009	Sociology 3325 Social stratification	20
Spring, 2009	Sociology 1110 Honors Intro (Linked to World Literature taught by Rhonda Sanford)	15
Spring, 2009	Sociology 3340 Juvenile Delinquency	45

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

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

**I have been involved in the development of the innovative Instructor Exchange Program which is associated with the Learning Communities Program at Fairmont State University. I have worked closely with Dr. Barbara Fallon and Dr. Tad Kato continuously since 2005 regarding the development of the program and I am the chairperson of the Liberal Arts Instructor Exchange Committee. I have engaged in many instructor exchange activities with other professors including Dr. John O'Connor and Dr. Tad Kato, among others. Instructor Exchange encourages interdisciplinary activities involving the visitation to another instructor's class for a presentation on a topic of mutual interest sometimes followed by a return visit for a similar purpose by the second instructor.**

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

**Presentation: *Homelessness in West Virginia*, to over 200 Marion County School Employees at Westchester Village in January of 2007. Sponsored by Jean Hinzman (Title I Director of the Marion County Board of Education).**

**Presentation to the Marion County Reading Council: *Reading Failure, Delinquency and Poverty* (Spring 2008).**

**I was the recipient of the *Volunteer of the Year Award* for 2008 from the Marion County Parks and Recreation Commission (MCPARC).**

**Appointed to the position of Commissioner for Marion County Parks and Recreation (MCPARC) in the Spring of 2009. We administer a budget of over one million dollars each year.**

**Invited Panelist: FSU Student Political Science Association, Spring, 2005; Topic: "Democracy in the Middle East: Can it Happen?"**

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

**I just finished the third draft of my new book entitled "Unemployment Ended by Community Restored" which has not yet been published. The research and scholarship required to finalize the most recent draft has been of great help in at least four of the classes I have recently taught.**

**Active participation as a new member of the advisory board for the Morgantown Area Youth Services Program (MAYSP), which has been effective in helping youth deal with addiction issues, has been of great help to me with regard to improvement in teaching my Juvenile Delinquency and Social Problems courses.**

**Development of new courses in Social Movements and Advanced Organizational Theory over the last two years.**

- (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 G

**Faculty Data**Name John Fitch Rank Associate Professor of Sociology \_\_\_\_\_Check One: Full-time  Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_ Graduate Asst. \_\_\_\_\_Highest Degree Earned \_\_\_\_\_ MA (plus 30 graduate hours, ABD) \_\_\_\_\_ Date Degree Received 1968 \_\_\_\_\_Conferred by Syracuse University \_\_\_\_\_Area of Specialization Sociology \_\_\_\_\_Professional registration/licensure \_\_\_\_\_ Yrs. of employment at present institution 39 \_\_\_\_\_Years of employment in higher education 40 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.

<u>Year/Semester</u>	<u>Course Number &amp; Title</u>	<u>Enrollment</u>
Fall, 2007	Socy 2240-01 Non-parametric Statistics	20
"	Socy 2240-02 Non-parametric Statistics	12
"	Socy 3310-02 Sociology of the Family	?
"	Socy 4450-01 Minority Groups	?
Spring 2008	Socy 3310-01 Sociology of the Family	24
"	Socy 3360-01 Methods of Social Research	8
"	Socy 3360-02 Methods of Social Research	19
"	Socy 4450-01 Minority Groups	24
Summer School	Socy 3310-02 Sociology of the Family	9
Fall, 2008	Socy 2240-01 Non-parametric Statistics	20
"	Socy 2240-02 Non-parametric Statistics	11
"	Socy 3310-02 Sociology of the Family	31
"	Socy 4450-01 Minority Groups	25
Spring, 2009	Socy 3310-01 Sociology of the Family	33
"	Socy 3360-01 Methods of Social Research	2
"	Socy 3360-02 Methods of Social Research	17

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

Very low keyed. I spend much time using both the previous ‘Vista WebCT’ and the current “Blackboard WebCT” in all of my courses. I have received much help and guidance from the Learning Technologies Center (Dr Roxann Humbert and staff), IT Solutions Center (Mr Jody Perry and staff), and the Behavioral School representative (Dr Clarence Rohrbaugh). I also took one paid course, sat in unpaid on another such course, went to a couple of handy work sessions for my courses, and received seemingly endless much informal help from each of the above.

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

Special recognition:: This past January I was honored in a write-up in the Times West Virginian newspaper as one of “Marion County’s Everyday Heroes”. It was done by the community editor John Veasey regarding my teaching career here for nearly 40 years. See attached pdf file (three pages).

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

The same answer as above in (c)

- (l) List professional books/papers published during the last five years. None
- (m) List externally funded research (grants and contracts) during last five years. None

Appendix G

**Faculty Data**

Name Joseph A. Larry Rank Associate Professor

Check One:

Full-time X Part-time      Adjunct      Graduate Asst.     

Highest Degree Earned MSW Date Degree Received 1971

Conferred by West Virginia University

Area of Specialization     

Professional registration/licensure YES Yrs. of employment at present institution 32

Years of employment in higher education      Yrs. of related experience outside higher education 3  
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.

<u>Year/Semester</u>	<u>Course No. &amp; Title</u>	<u>Enrollment</u>
<b>Fall 2007</b>	<b>2230 Social Psyc</b>	<b>66</b>
	<b>1110 Intro to Socy</b>	<b>90</b>
	<b>1110 Intro to Socy</b>	<b>91</b>
	<b>1151 Intro to Social Work</b>	<b>14</b>
	<b>2200 Social Problems</b>	<b>39</b>
<b>Spring 2008</b>	<b>2230 Social Psyc</b>	<b>57</b>
	<b>2250 Community Psyc</b>	<b>1</b>
	<b>4495 Psyc of Delinquency</b>	<b>36</b>
	<b>1110 Intro to Socy</b>	<b>88</b>
	<b>2230 Social Psyc</b>	<b>15</b>



<b>Fall 2008</b>	<b>2230 Social Psyc</b>	<b>58</b>
	<b>2250 Community Psyc</b>	<b>23</b>
	<b>1110 Intro to Socy</b>	<b>24</b>
	<b>1110 Intro to Socy</b>	<b>26</b>
	<b>1151 Intro to Social Work</b>	<b>5</b>
<b>Spring 2009</b>	<b>2230 Social Psyc</b>	<b>51</b>
	<b>2250 Community Psyc</b>	<b>10</b>
	<b>1110 Intro to Socy</b>	<b>16</b>
	<b>1151 Intro to Social Work</b>	<b>28</b>
	<b>1110 Intro. To Socy</b>	<b>90</b>
	<b>4495 Psychology of Delinquency</b>	<b>22</b>

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

My degree is in Social Work. I have taught in the accredited Social Work Program, the Sociology Program and now the Psychology Program.

JOE LARRY

2-3

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

Reading professional literature in workshops and seminars.

(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.

35 Years Experience.  
Past member of the Hospital Ethics Committee.  
Present member of Stepping Stone for delinquent kids  
Working Home Health Hospice

(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 IX

### **Sociology Programs on Other Campuses**

#### **Glennville State College**

- Glennville State does not have a stand-alone Sociology Program.
- Sociology is part of the B.S. in Psychology/Sociology 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 Psychology/Sociology includes 12 hours of Sociology in the Behavioral Sciences Core and an additional minimum of 6 hours of upper-division sociology.
- The total minimum requirement for the sociology component of the Psychology/Sociology major is 18 hours.
- The Psychology/Sociology major requires 36 total hours.
- The Sociology minor requires 18 total hours including two required courses and four electives.
- The Department of Social Sciences has 11 faculty members which includes one full-time PhD in Sociology & one MA in Sociology-Social Work (who is also a visiting instructor).
- The Research Methods course is owned by the Social Studies Education program
- The total number of Sociology courses listed in their catalogue is 10, and 4 of these are clearly tied to a Human Services component (Interviewing and Counseling (2 courses), Case Management, and Death and Dying).
- The Department Chair is Mike Smith who informed me that as of September of 2008 there were 88 majors in Psychology/Sociology. Mike estimated that 85% of these majors have selected psychology as their prime emphasis, and 15% have selected sociology. Student may select to complete a required capstone project/class in either sociology or psychology, and this is what allows for the breakdown of 85%/15% favoring psychology. He also mentioned that Glennville has been encouraged to develop a stand-alone psychology program.

## Appendix IX

# **WVU: Undergraduate Programs in Sociology and Anthropology**

## **B.A. in Sociology and Anthropology**

- [Why Major in Sociology and Anthropology?](#)
- [Admission Requirements and Procedures](#)
- [Degree Requirements](#)
- [Course Description](#)

## **B.A. in Criminology and investigations**

- [Why Major in Criminology and Investigations?](#)
- [Admission Requirements and Procedures](#)
- [Degree Requirements](#)
- [Course Descriptions](#)

## **Minor in Sociology**

## **Minor in Anthropology**

## **Links to WVU Admissions Resources**

- [Financial Aid](#)
- [Scholarships](#)
- [Transfer Course Equivalency System](#)

## **Welcome to the Division of Sociology and Anthropology**

Dear Alumni, Friends and Students,

I am now in my third year as Chair of the Division of Sociology and Anthropology. The Division continues to experience enormous growth and change. During the 2007-2008 school year, we hired a criminologist and a cultural anthropologist. This Fall 2008 semester we are searching for a criminologist and a sociologist.

The transformations in our Division are connected to significant changes in the economic context for higher education. The state of West Virginia now provides less than 20% of West Virginia

University's total budget. The University has adjusted to the decline in state funding in several ways. First, the University has increased its total revenue from students by increasing student enrollment and tuition costs. In the Fall of 1996, there were 21,743 students enrolled at the University. The enrollment for Fall 2007 was about 6400 total students higher. In 1996, the cost for one semester as an in-state undergraduate was \$1,131 compared to \$5,100 in 2008. The cost for out of state undergraduates has increased from \$3,562 to \$15,768. Students now spend between \$400-\$600 a semester on books.

These changes have generated new revenue but also place more instructional demands on professors and financial demands on students. There are also increasing research demands placed on faculty in terms of publishing, graduating PhD. students, and acquiring external funding. These teaching and research demands can sometimes conflict with each other.

Despite these significant changes, our Division has survived this transition quite well. We continue to offer a Master's degree in Sociology and two undergraduate majors within our Division: a broad major in Sociology and Anthropology and a more concentrated major in Criminology and Investigations. **Our pre-majors and majors have increased from 215 in the Fall 2002 to 769 in 2007.** We now enroll the highest number of students in our pre-major and major programs in the Eberly College of Arts and Sciences.

Faculty in the Division are active in teaching and researching a variety of societal issues that affect the state, region, nation, and the globe. Some of these issues are community policing, terrorism, poverty, economic development, racial segregation, hate crimes, and immigration. Our sustained commitment to systematically studying and understanding human behavior, interactions, and societies is critical in successfully interpreting and navigating a social world filled with rapid economic transformations, globalization, radical technological innovation, and international war. We have retained our student-centered focus and continue to provide high quality instruction, interaction, and mentoring. Our courses are innovative and allow students to integrate and apply what they have learned. Our applied Master's graduate program provides employees for state agencies and students for advanced degree programs.

We will continue to document our progress and change, so please continue to visit our website. We appreciate your interest in our program.

With regards,

***Melissa Latimer, Chair of the Division of Sociology and Anthropology***

- There are nine graduate teaching assistants in the Department of Sociology and Anthropology.

**Total Majors Spring, 2009**

- Majors in Criminology = 242
- Majors in Pre-Criminology = 166
- Majors in Sociology = 68
- Majors in Pre-Sociology = 23
- Majors in Anthropology = 8

**Faculty: Division of Sociology & Anthropology : WVU**

<b>Faculty</b>	<b>Status</b>	<b>Email</b>
Maria Altemara	Lecturer of Anthropology	maria.altemara@mail.wvu.edu
Ronald Althouse	Professor of Sociology	ron.althouse@mail.wvu.edu
Cynthia Barnett-Ryan	Lecturer (Data Analysis)	cindy.barnett@mail.wvu.edu
Daniel Brewster	Instructor of Sociology	daniel.brewster@mail.wvu.edu
Corey Colyer	Assistant Professor of Sociology (focus on Criminology and Criminal Justice) Director of Masters Program	corey.colyer@mail.wvu.edu
Courtney Corbett	Lecturer	courtney.corbett@mail.wvu.edu
Adam Dasari	Teaching Assistant Professor of Sociology (Race Relations and Inequality)	adam.dasari@mail.wvu.edu
Nancy Feather	Instructor of Sociology (Intro and Social Problems)	nfeather@mix.wvu.edu
Amy Hirshman	Assistant Professor of Anthropology Director of Undergraduate Program	amy.hirshman@mail.wvu.edu
Jennifer Lyons	Instructor of Sociology	cheryl.johnson-lyons@mail.wvu.edu

John Kane	Lecturer (Internet Crime)	john.kane@mail.wvu.edu
Jeri Kirby	Instructor	jkirby2@mix.wvu.edu
Melissa Latimer	Associate Professor of Sociology	melissa.latimer@mail.wvu.edu
Jude Molnar	Lecturer	jude.molnar@mail.wvu.edu
Lawrence Nichols	Professor of Sociology	larry.nichols@mail.wvu.edu
James Nolan	Associate Professor of Criminology	jim.nolan@mail.wvu.edu
Erica Owens-Yeager	Assistant Professor of Sociology	erica.owens@mail.wvu.edu
Jennifer Powell	Lecturer	jennifer.powell@mail.wvu.edu
Daniel Renfrew	Assistant Professor of Anthropology	daniel.renfrew@mail.wvu.edu
Doug Sahady	Instructor of Anthropology	doug.sahady@mail.wvu.edu
Beverly Smith	Lecturer of Anthropology	bev.smith@mail.wvu.edu
Genesis Snyder	Lecturer of Anthropology	genesis.snyder@mail.wvu.edu
Cindy Stackpole	Lecturer	cstackpo@mix.wvu.edu
Jennifer Steele	Clinical Assistant Professor of Sociology (Rural)	jen.steele@mail.wvu.edu
Rachel Stein	Assistant Professor of Sociology (focus on criminology and delinquency)	rachel.stein@mail.wvu.edu
Jessica Troilo	Lecturer in Sociology (Families)	jessica.troilo@mail.wvu.edu
Karen Weiss	Assistant Professor of Sociology (focus on Criminology and Victimology)	karen.weiss@mail.wvu.edu
Rachael Woldoff	Assistant Professor of Sociology	rachael.woldoff@mail.wvu.edu

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Faculty Summary:

Primary focus on Anthropology = 6

Primary Focus on Criminology = 6

Primary focus on Sociology = 14

Other (unknown) = 2

Teaching Assistants available = 9

## Appendix IX

### **West Liberty State College**

- Sociology is a “Concentration” in the Social Sciences Major at WLSC
- You can earn either a Bachelor of Sciences or a Bachelor of Arts Degree in Social Sciences
- Other Concentrations include Psychology, Political Science, Psychology, Geography, Criminal Justice, History, Pre-Law and Social Work.
- There is a Minor in Sociology
- For the Sociology Concentration,
  - General Studies requirements for the B.A. in Social Sciences = 63 Hours
  - General Studies requirements for the B.S. in Social Sciences = 48 Hours
- All Social Sciences Majors are required to take 24 Hours in the Social Science Core, including Sociology 150 (Basic Components of Sociology)
- The Sociology Concentration requires an additional 34 Hours of coursework.
  - Required in Sociology = 12 Hours
  - Required in Social Sciences = 9 Hours
  - Math 160 = 3 Hours
  - Sociology electives = 12 Hours
- A second major or minor field may be selected but is not required.

- The Department of Social and Behavioral Sciences has 15 full-time instructors including ten with Ph.D degrees, two with JD's, one with an M.S.W, one with a M.S. in Criminal Justice, and one with an M.A. in History.
- Four instructors among the Social sciences faculty are advisors for the Social Studies Education Program.
- *The number of students majoring in Social Sciences (Spring, 2009) = 31*
- *The number of students with a minor in Social Sciences = 1*
- *The number of students 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.

<b>Courses Taught</b>		
*Since 1986	Basic Concepts of Sociology*	Seminar on Work and Family Life
**Since 1997	Corporate Culture & Formal Organizations*	Sociological Theory*
+Since 2000	Criminology*	Social Welfare
§ 2003 - 2004	Gender Roles	Sociology of Mental Health & Illness*
	Introduction to Psychology	Sociology of the Family*
	Law & Society <sup>§</sup>	Social Stratification**
	Medical Sociology*	Urban Sociology+
	Research Methods and Statistics	Victimology*





## Appendix X

### 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