

PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted _____

Program _____ Bachelors 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:

- 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 27 and 40 majors over the last five years. Much of this variability can be attributed to changes in overall university enrollment and our continued separation from Pierpont Community and Technical College, which has reduced enrollment in introductory courses used for recruitment. Student and community demand remain strong with an increase likely due to increasing demand in the state for social service workers to respond to the opioid epidemic. With two faculty nearing retirement age opportunities exist for the program to realign to more fully take advantage of this opportunity as long as institutional support remains strong. We expect to maintain our current level of program activity while exploring ways to more efficiently utilize the resources made available to us.

Chris Kast
Signature of person preparing report:

4-13-19
Date

Signature of Dean

Date

Signature of Provost and Vice President for Academic Affairs:

Date

Signature of President:

Date

Signature of Chair, Board of Governors:

Date

Executive Summary for Program Review

(not to be more than 2-3 pages)

Name and degree level of program Bachelors of Science in Sociology

External reviewer(s) Rev. O. Richard Bowyer, MDiv, ThM

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

The sociology major has served almost 7100 students over the last five years with 37 graduates. Our students have continued on in graduate programs in social work, counseling, and law. Others have found employment with the department of health and human services along with other state agencies. Annual reviews show that the program is meeting its established goals with an ongoing effort to improve the program. The external reviewer found the program to be academically sound and meeting the needs of both the student population and the local social service agencies that it serves.

Plans for program improvement, including timeline

Plans for improving the program center on two main interrelated areas of focus. The first of these areas relates to expanding training in the program related to human service as this has been found to be the primary area of focus for our students. This will be accomplished through the inclusion of introduction to social work and substance abuse courses into the elective curriculum along with the integration of additional material into current courses such as social problems and principles of race, class, and gender. In addition, the possibly of 4 +1 program agreements with select universities in counseling and social work is also being explored. The second area of focus relates to expanded internship opportunities. We are currently engaged in expanding our relationships with local agencies to cultivate additional internship placements. A grant proposal is in progress to create a series of campus event pipelines that would ultimately end with students working with the various agencies.

Spring 2019

1. Complete grant proposal related to local agency internship events
2. Finish piloting new courses (Intro to social work and Substance abuse)
3. Begin discussions of possible 4+1 programs.

Fall 2019

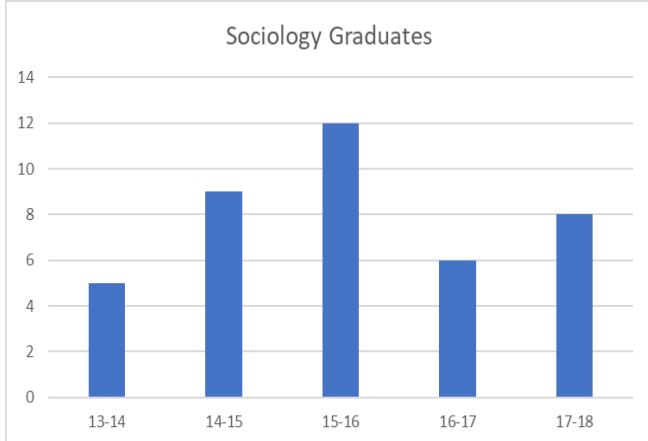
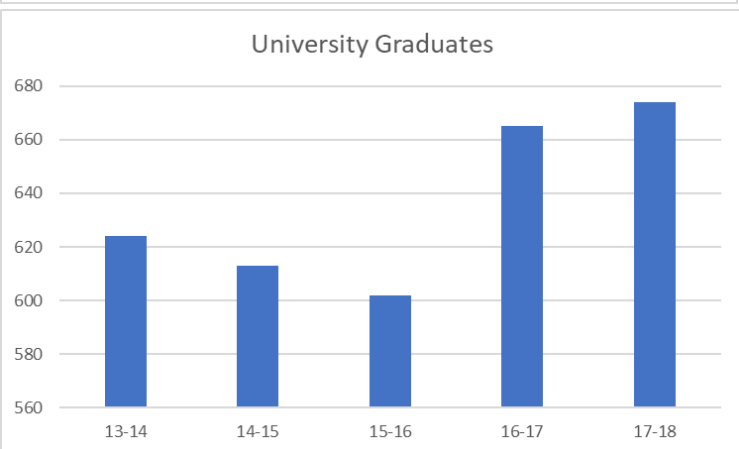
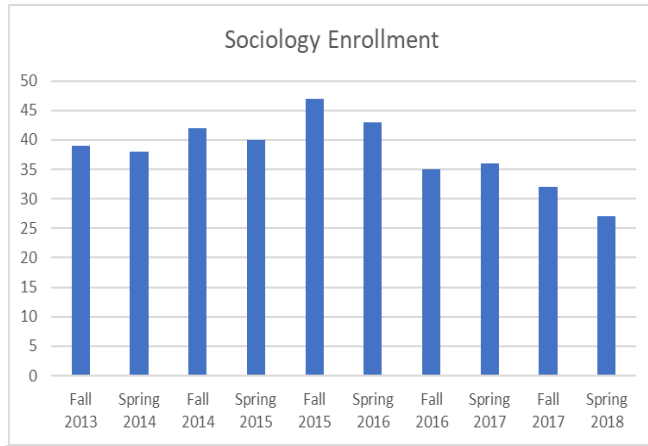
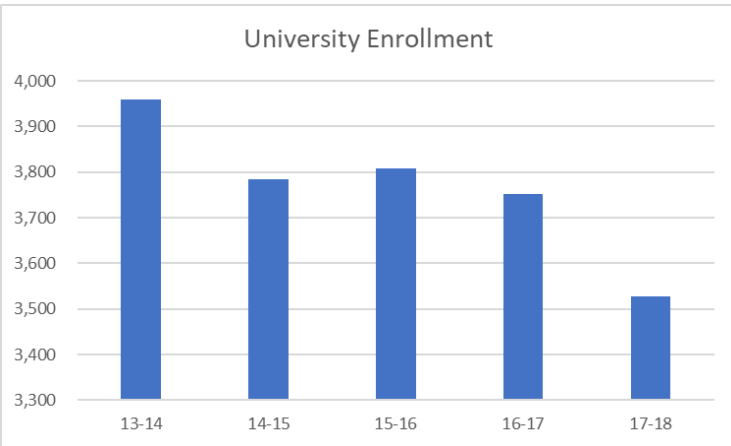
1. Obtain Faculty senate approval for the inclusion of the new courses.
2. Implement integration of new material into other major courses
3. Implement grant related agency practicum events (Contingent upon grant funding)

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

The 2014 review was approved with “continuation of the program at current level of activity”. No deficiencies were identified. Revision of program requirements went into effect in the Fall of 2014. These revisions were focused on bringing the program into alignment with current best practices regarding research methodology and content. Practicum opportunities have continued to improve both in the local community and even within the university itself given the improved methodological and statistical training.

Five-year trend data on graduates and majors enrolled

The sociology enrollments have mostly fluctuated with university enrollments with some years improving upon this trend. This may be seen in the graphs below. The data for these graphs comes from the university common databases.



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

Student learning outcomes, assessment measures, and performance thresholds are recorded in the Fairmont State University's taskstream system. Each year data is evaluated in light of relative metrics in meetings of program faculty. These discussions examine progress toward goals and discuss necessary changes considering these findings along with current disciplinary standards. Recent discussions have centered on fine tuning recent major program changes along with further expanding service learning opportunities.

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

Seven sociology majors responded to our requests for interview with all stating that they were gainfully employed or currently pursuing graduate work. Employed individuals primarily worked in social and human service fields that made use of the skills emphasized in the sociology major. Students were employed in positions such as case manager, criminal research specialist, and child protective service worker. Many students referenced the positive experiences they had with supportive faculty who reinforced practical applications of the training. Multiple students highlighted the benefits of the recommended practicum experiences with others indicating this should be expanded. One student did indicate that they felt the program was too repetitive when it came reinforcing the material.

Final recommendations approved by governing board

Table of Contents

| | |
|---|----|
| PROGRAM REVIEW..... | 7 |
| Program Catalog Description..... | 7 |
| Viability (§ 4.1.3.1)..... | 7 |
| Adequacy (§ 4.2.4.2)..... | 9 |
| Necessity (§ 4.1.3.3) | 10 |
| Consistency with Mission (§ 4.1.3.4) | 10 |
| Appendixes | 12 |
| Appendix I: Student Enrollment | 12 |
| Appendix II: Student Success Rate..... | 14 |
| Appendix III: Off campus courses..... | 15 |
| Appendix IV: Courses outcomes | 17 |
| Appendix V: Degree Requirements..... | 28 |
| Appendix VI: Program Outcomes | 30 |
| Appendix VII: Example program assessment..... | 32 |
| Appendix VIII: Faculty Data | 53 |
| Appendix IX: Other programs | 70 |
| Appendix X: Graduate Updates | 71 |

PROGRAM REVIEW

| FAIRMONT STATE UNIVERSITY | |
|---------------------------|---|
| Program: | Bachelors of Science in Sociology |
| School: | Department of Behavioral Science, College of Liberal Arts |
| Date: | April 13 th 2019 |

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 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.

Viability (§ 4.1.3.1)

Enrollments

| | |
|-----------------------|--|
| Applicants, graduates | <p>See Appendix I</p> <p>The sociology graduation rate has fluctuated with no clear pattern (see graphs in the executive summary.) Overall, graduation rates remain high relative to the overall number of majors.</p> |
|-----------------------|--|

| | |
|--------------------------|---|
| Program courses | See Appendix I Five year course enrollments have trended downward with changes in overall university enrollment. Other than this the separation from Pierpont community and technical college would be the other major factor in these trends. As community college students could account for up to 30% of students in lower level courses. A gradual reduction in the number of sections offered has taken place to maintain a high enrollment percentage in each section. Sociology enrollments average between 500-600 a semester. |
| Service courses | No sociology courses are service only courses. Sociology 1110, Sociology 2200, Sociology 2205, and Sociology 3301 are listed in various general studies attributes. Appendix I shows that around 5700 students have been sat in these courses over the last 5 years. |
| Success rates Serv Crs | See Appendix II Success rates are defined as the percentage of students who have completed the course and received a "C" grade or higher. The introductory sociology courses fluctuates due to serving a general population, but in the last three years has consistently above seventy percent. Other courses overall tend to improve upon this floor with outliers appearing in a minority of sections. |
| ext ed/off campus crses | See Appendix III Off campus sections have continued to trend down relative the previous five years due to the continued separation from Pierpont community and technical college. The new facility at Charles Pointe may result in a modest reversal in this trend moving forward. |
| cost/student credit hour | See Appendix III Program cost per student credit hour is \$56.65 |

General Studies Requirements Met

The courses approved to meet General Studies requirements are as follows.

Outcome 4: Teamwork Socy 3301

Outcome 8: Ethics Socy 1110, Socy 2200, Socy 2205

Outcome 11: Interdisciplinary and Life-long learning Socy 2200

Outcome 14: Social Science Socy 1110

Outcome 16: Cultural Awareness and Human Dignity Socy 3301

(See outcomes and assessment forms for all courses included in general studies in Appendix IV and V)

Assessment Requirements

See attached program goals and assessment in Appendix VII and VIII, and IX.

This approach to establish and assess both program and course student learning outcomes has worked well. The information is being used effectively by the sociology faculty to track progress and determine appropriate change to move toward established assessment standards.

Adjunct use

See appendix I

Between nine and seventeen adjuncts per semester have been used over the last five years. The majority of this use comes from off campus usage. On campus adjunct use is split between overflow sections of general studies courses and specialized courses falling outside the full-time faculty's area of expertise.

Graduation/Retention Rates

See appendix I

Graduation rates remain high relative to overall major counts, which suggests the program is quite efficient. It should be noted shorter time to graduate from the program can result in lower overall major numbers as more students make expected academic progress.

Regarding retention, multiple factors complicate easy interpretation of this metric. Given students' propensity toward changing their major a face value examination of the cohort loss may be misleading. The freshman attrition table in appendix I presents cohort loss from fall to fall. It is problematic to interpret this number as retention since students may remain at the university in another major. V. N. Gordon has found that as many as 75% of students will change their major at least once before graduation, which suggests we would always expect these percentages to be low.

Overall, incorporating all the above information sociology remains primarily a "found" major with most students transferring in after starting another program at Fairmont State University. It is expected that current university initiatives toward establishing meta-majors will improve early program fit, which will allow our students to find us earlier in their academic careers. Until that happens lower level sociology courses are almost universally part of general studies, which minimizes any lost time for freshman students who leave us for a better fit.

Previous Program Review Results

The 2014 review was approved with "continuation of the program at current level of activity". No deficiencies were identified.

Adequacy (§ 4.2.4.2)

Program Requirements:

| | | | |
|--|---------|----------|----------------------------------|
| Liberal Studies | 32-42 | _33_hrs | List See appendix V |
| Major | 32-65 | _42__hrs | List See appendix V |
| Electives | min 21 | _45_hrs | Includes 18-21 hours for a minor |
| TOTAL | max 128 | 120__hrs | |
| Programs not meeting the above requirements must request a continuation of their exception with a justification below: | | | |
| The maximum numbers of hours was changed to 120 during the 2012-2013 school year. | | | |

Faculty Data

The sociology program uses 2.5 faculty with one of these shared with Geography. In addition, one faculty member has served as chair for the 2017-2018 academic year reducing this to 2 faculty in regards to course capacity

See appendix X

Accreditation/national standards

The sociology program continues to make changes to align itself with national best practices. Recent major changes implemented in the Fall of 2014 brought us more closely in line with the American Sociological Association's recommendations.

Necessity (§ 4.1.3.3)

Similar programs in West Virginia such as Glenville state and Shepard have approximately the same number of required hours as Fairmont State University's program. Fairmont State University's number of Ph.D. faculty fall below Shepards four full-time faculty.

Seven sociology majors responded to our requests for interview with all stating that they were gainfully employed or currently pursuing graduate work. Employed individuals primarily worked in social and human service fields that made use of the skills emphasized in the sociology major. Students were employed in positions such as case manager, criminal research specialist, and child protective service worker.

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. Online courses are offered 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 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.

Signatures and Recommendations

The required sheet with signatures and recommendation should be used as a cover sheet.

Appendixes

Appendix I: Student Enrollment

| | 2014 10 | 2014 20 | 2015 10 | 201 520 | 2016 10 | 2016 20 | 2017 10 | 2017 20 | 2018 10 | 2018 20 | Grand Totals |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------------|
| Applicants | 37 | 11 | 40 | 17 | 43 | 9 | 25 | 9 | 20 | 6 | 217 |
| Majors | 39 | 38 | 42 | 40 | 47 | 43 | 35 | 36 | 32 | 27 | 379 |
| Minors | 37 | 29 | 31 | 28 | 28 | 24 | 19 | 28 | 28 | 34 | 286 |
| Graduates | 4 | 2 | 3 | 5 | 2 | 8 | 2 | 3 | 3 | 5 | 37 |
| Enrollment by course: Students/sect ions (does include W's) | | | | | | | | | | | |
| 1110 | 579/ 13 | 516/ 15 | 510/ 10 | 404/ 11 | 404/ 8 | 368/ 13 | 321/ 8 | 306/ 14 | 285/ 7 | 313/ 9 | 4006/108 |
| 1111 | 7/1 | 18/1 | 15/1 | 0/0 | 9/1 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 49/4 |
| 1151 | 0/0 | 26/1 | 0/0 | 16/1 | 17/1 | 0/0 | 14/1 | 0/0 | 12/1 | 0/0 | 85/5 |
| 1199 | 0/0 | 32/1 | 0/0 | 0/0 | 0/0 | 20/1 | 15/1 | 10/1 | 22/1 | 0/0 | 99/5 |
| 2200 | 138/ 6 | 154/ 6 | 111/ 5 | 126/ 5 | 113/ 4 | 117/ 5 | 109/ 4 | 98/4 | 85/4 | 79/5 | 1130/48 |
| 2205 | 0/0 | 0/0 | 0/0 | 34/1 | 47/2 | 49/1 | 49/2 | 53/2 | 47/3 | 33/1 | 312/12 |
| 2220 | 21/1 | 19/1 | 0/0 | 16/1 | 0/0 | 0/0 | 13/1 | 0/0 | 0/0 | 0/0 | 69/4 |
| 2230 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 29/1 | 0/0 | 0/0 | 29/1 |
| 2240 | 20/1 | 22/1 | 15/1 | 0/0 | 43/1 | 55/1 | 27/2 | 34/1 | 28/2 | 41/3 | 285/13 |
| 2299 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 11/1 | 11/1 |
| 3301 | 50/1 | 42/1 | 43/1 | 38/1 | 23/1 | 0/0 | 22/1 | 30/1 | 0/0 | 40/1 | 288/8 |
| 3310 | 49/2 | 36/1 | 47/2 | 39/1 | 53/2 | 40/1 | 20/1 | 0/0 | 14/1 | 0/0 | 298/11 |
| 3325 | 0/0 | 27/1 | 8/1 | 0/0 | 9/1 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 44/3 |
| 3340 | 0/0 | 22/1 | 0/0 | 17/1 | 0/0 | 16/1 | 0/0 | 15/1 | 0/0 | 13/1 | 83/5 |
| 3350 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 20/1 | 20/1 |
| 3360 | 2/1 | 11/1 | 10/1 | 13/1 | 10/1 | 7/1 | 4/1 | 1/1 | 11/1 | 3/1 | 72/10 |
| 3370 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 1/1 | 1/1 | 14/1 | 16/3 |
| 3390 | 15/1 | 0/0 | 0/0 | 0/0 | 0/0 | 14/1 | 0/0 | 14/1 | 0/0 | 0/0 | 43/3 |
| 3395 | 0/0 | 0/0 | 0/0 | 2/1 | 15/1 | 1/1 | 11/1 | 2/1 | 12/1 | 3/1 | 46/7 |
| 4410 | 8/1 | 0/0 | 12/1 | 0/0 | 0/0 | 0/0 | 8/1 | 0/0 | 0/0 | 0/0 | 28/3 |
| 4430 | 0/0 | 15/1 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 15/1 |
| 4450 | 15/1 | 2/1 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 8/1 | 0/0 | 0/0 | 25/3 |
| 4470 | 8/1 | 1/1 | 15/1 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 24/3 |
| 4480 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 2/1 | 5/1 | 7/2 |
| 4487 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 1/1 | 1/1 |
| 4488 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 1/1 | 0/0 | 1/1 | 2/2 |
| 4490 | 0/0 | 0/0 | 2/1 | 0/0 | 1/1 | 1/1 | 0/0 | 0/0 | 0/0 | 0/0 | 4/3 |
| 4497 | 0/0 | 0/0 | 0/0 | 0/0 | 0/0 | 4/1 | 0/0 | 0/0 | 1/1 | 0/0 | 5/2 |
| Total | 912/ 30 | 943/ 34 | 788/ 25 | 705/ 24 | 744/ 24 | 692/ 28 | 613/ 24 | 602/ 31 | 520/ 24 | 577/ 28 | 7096/272 |

| | | | | | | | | | | | |
|-----------------------------|----|----|----|----|----|----|----|----|---|----|-----|
| Sections taught by Adjuncts | 16 | 14 | 12 | 12 | 11 | 15 | 10 | 17 | 9 | 10 | 126 |
| | | | | | | | | | | | |

Freshman Attrition (All Sources*) Fall to Fall

| Fall 2013 | | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | |
|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|
| % remaining | Count | % remaining | Count | % remaining | Count | % remaining | Count | % remaining | Count |
| - | 9 | 33.33% | 16 | 25.00% | 26 | 15.38% | 14 | 7.14% | 11 |

Count: A count of all enrolled sociology majors with freshman academic rank.

% remaining: The percent of students still enrolled as sociology majors who were enrolled as freshman sociology majors the preceding year.

*This measure of cohort loss includes not only students who leave the university, but also students who remain enrolled but change majors. Subsequently, given that an estimated 75% of students change their major at least once it is expected that these percentages may be relatively low. In addition, percent change should always be interpreted with caution when derived from small values.

Appendix II: Student Success Rate

| | 2014 10 | 2014 20 | 2015 10 | 201 520 | 2016 10 | 2016 20 | 2017 10 | 2017 20 | 2018 10 | 2018 20 | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--|
| All course success (%= students with C or better/total students receiving grade) Calculated from University final grade reports | | | | | | | | | | | |
| 1110 | 63 | 62 | 68 | 65 | 71 | 74 | 72 | 77 | 73 | 73 | |
| 1111 | 86 | 83 | 73 | | 88 | | | | | | |
| 1151 | | 69 | | 81 | 71 | | 57 | | 50 | | |
| 1199 | | 72 | | | | 70 | 73 | 100 | 77 | | |
| 2200 | 73 | 71 | 74 | 71 | 87 | 83 | 75 | 85 | 80 | 86 | |
| 2205 | | | | 58 | 87 | 73 | 82 | 75 | 85 | 91 | |
| 2220 | 33 | 37 | | 56 | | | 92 | | | | |
| 2230 | | | | | | | | 90 | | | |
| 2240 | 40 | 55 | 60 | | 63 | 69 | 66 | 76 | 75 | 88 | |
| 2299 | | | | | | | | | | 82 | |
| 3301 | 88 | 81 | 91 | 68 | 61 | 85 | 86 | 80 | | 88 | |
| 3310 | 88 | 81 | 43 | 72 | 81 | | 80 | | 93 | | |
| 3325 | | 81 | 88 | | 77 | | | | | | |
| 3340 | | 81 | | 71 | | 94 | | 93 | | 62 | |
| 3350 | | | | | | | | | | 100 | |
| 3360 | 50 | 45 | 50 | 77 | 70 | 57 | 75 | 100 | 91 | 100 | |
| 3370 | | | | | | | | 100 | 100 | 93 | |
| 3390 | 87 | | | | | 79 | | 79 | | | |
| 3395 | | | | 0 | 66 | 100 | 91 | 100 | 92 | 66 | |
| 4410 | 100 | | 66 | | | | 100 | | | | |
| 4430 | | | | | | | | | | | |
| 4450 | 80 | 60 | | | | | | 63 | | | |
| 4470 | 88 | 50 | 93 | | | | | | | | |
| 4480 | | | | | | | | | 100 | 60 | |
| 4487 | | | | | | | | | | 100 | |
| 4488 | | | | | | | | 100 | | 100 | |
| 4490 | | | 100 | | 0 | 100 | | | | | |

| Cost/Student Credit Hour | | | | Average Students /Section | Student Credit hours |
|--|----------------|---|---------|---------------------------|----------------------|
| Total 5yr Student Count | 7096 | Total 3cr hour Sections | 272 | 26 | 21,288 |
| Off Campus 5yr Student Count | 1447 | Off Campus 3cr Sections | 83 | 17 | 4,341 |
| On Campus 5yr Student Count | 5649 | On Campus 3cr sections | 189 | 30 | 16,947 |
| Program Costs | | | | | |
| 5 yrs Salary Cost for 2.5* Faculty | \$1,010,911.78 | Includes fringe benefit costs | | | |
| 5 yrs total adjunct cost | \$170,651.79 | Includes fringe benefit costs | | | |
| Program Percentage of Department Expenses (Based on 30% of Department operating budget) | \$24,604.13 | Program Cost/Student cr. hrs. | \$56.65 | | |
| Total Program Cost (5yr) | \$1,206,167.70 | Figure does not include university admin or facility costs. | | | |
| | | | | | |

* 17-18 academic year includes salaries for only 2 faculty as one faculty member took on department chair duties, which reduced them to half time.

Appendix IV: Courses outcomes

Course Sociology 1110

Instructor: All sections contact Chris Kast

| 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... |
| Demonstrate familiarity with the major applied areas of social and behavioral sciences specifically related to concepts, theoretical perspectives, empirical findings, and recent trends in sociology | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Use sociological theories to explain and predict behavior through basic research methods in sociology, including research procedures, statistical analysis of data, and interpretation of results | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Characterize the nature of an interpersonal science and Describe the major applied areas by using the major theories and concepts to make linkages between theories and observations and analyze 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. | Seventy percent of students will score above a 70%. |
| Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions. Students will 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. | Seventy percent of students will score above a 70%. |
| Recognize overarching themes, persistent questions, or enduring conflicts or ethical issues within sociology and respect the complexity of sociocultural diversity | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

| | | |
|---|--|---|
| Recognize and apply sociological principles in various contexts by making connections between diverse facts, theories, and observations | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
|---|--|---|

Course Sociology 1111

Instructor: All sections contact Dan Gurash

| 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... |
| Define essential terminology central to this science | Terminology Quiz | Seventy percent of students will score above a 70%. |
| Explain how culture, socialization and social structure impact human behavior | Impact on Human Behavior Essay | Seventy percent of students will score above a 70%. |
| Examine and evaluate the primary institutions of any society including religion, education, family and workforce | Societal institutions paper | Seventy percent of students will score above a 70%. |
| Differentiate cross-cultural differences and similarities of other societies | Student Journal | Seventy percent of students will score above a 70%. |
| Encourage students of apply course material to their own personhood | Research Paper | Seventy percent of students will score above a 70%. |
| | | Seventy percent of students will score above a 70%. |

Course Sociology 2200

Instructor: All sections contact Craig White

| 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... |
| Articulate concepts or constructs from two or more disciplines relevant to personal, academic, professional, or community activities and recognize overarching themes, persistent questions, enduring conflicts or ethical issues within each discipline. Based on theoretical approaches to social problems make linkages or connections | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

| | | |
|--|--|---|
| between diverse facts, theories, and observations | | |
| Characterize the nature of an intrapersonal and/or interpersonal science discipline by identifying competing methodological approaches | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions as well as competing prescriptions for resolving problems | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Appreciate the possibilities and difficulties inherent in a wide variety of social problems | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

Course Sociology 2205

Instructor: All sections contact Chris Kast

| 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... |
| Students will discuss the history of systems of stratification and analyze the theories leading to their creation | Reflection paper | Seventy percent of students will score above a 70%. |
| Students will discuss the features of the major systems of power and inequality | Reflection paper | Seventy percent of students will score above a 70%. |
| Students will discuss the responsibilities of a citizen living in a diverse political, social, and economic community | Reflection paper | Seventy percent of students will score above a 70%. |
| | | |
| | | |
| | | |

Course Sociology 2220

Instructor: All sections contact Chris Kast

| 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... |
| Identify multiple uses for demographic information. | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

| | | |
|--|--|---|
| Recognize and interpret population data | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Discuss various perspectives of population growth | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Demonstrate knowledge of various types of population transitions | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Recognize and track population policy. | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| | | |

Course Sociology 2230

Instructor: All sections contact Chris Kast

| 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... |
| 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. | Seventy percent of students will score above a 70%. |
| Recognize prejudices, deception, or manipulation. | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Recognize the cultural, physical, or additional context within which the information was created and the impact of context on interpreting the information | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Characterize the nature of an intrapersonal and/or interpersonal science discipline. | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Recognize overarching themes, persistent questions, enduring conflicts or ethical issues within a discipline | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Use discipline-relevant theories to explain and predict behavior | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Make linkages or connections between diverse facts, theories, and observations. | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Describe major applied areas of the social sciences disciplines | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

Course Sociology 2240

Instructor: All sections contact Chris Kast

| 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... |
| Calculate or Estimate answers or make conjectures about the problem or question | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Apply a variety of tools for effective problem solving | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Set up the investigation of a problem or question by re-stating the problem, the unknowns, and parameters or questioning underlying assumptions | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Gather or select evidence relevant to the problem or question | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Analyze evidence through conventions appropriate to the discipline | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Devise appropriate solutions to the problem or conceive alternatives | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Use problem solving methods to investigate, model, and solve real-world problems at an appropriate mathematical level | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Recognize the role of counter-examples, counter-evidence or outliers | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

Course Sociology 3301

Instructor: All sections contact Dan Gurash

| 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 |
| Distinguish essential terminology and analyze global and cultural arguments, identifying the underlying premises | Final Exam | Seventy percent of students will score above a 70%. |
| Recognize how culture, socialization and social structure impact human behavior by investigating the variety of human cultures and demonstrating knowledge of the ways in which cultures have changed | Individual Ethnographic Study | Seventy percent of students will score above a 70%. |
| Demonstrate a fundamental knowledge of world geography within specific global issues | Final Exam | Seventy percent of students will score above a 70%. |

| | | |
|---|---|---|
| such as institutions of society including family, education, politics and religion | | |
| Demonstrate knowledge of major historical and contemporary events affecting one's culture and other cultures. Demonstrate knowledge of the major cultural issues of a person's own culture as well as other cultures by examining and differentiating similarities and differences of other cultures in relationship to their own | Reflective paper | Seventy percent of students will score above a 70%. |
| Encourage students to apply the ethnological perspectives to their own person developing insight into the nature of language and culture | Topic relevant exam items and writing assignments.. | Seventy percent of students will score above a 70%. |
| Compare beliefs, belief systems, and ideologies that may be different from their own | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

Course Sociology 3310

Instructor: All sections contact Dan Gurash

| 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... |
| Use and demonstrate knowledge of the terminology common within the field of family studies in sociology | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Identify and evaluate empirical data related to family studies | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Demonstrate knowledge of key concepts and behaviors in family interactions | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Evaluate and discuss a number of essential issues facing marriages and families | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

Course Sociology 3325

Instructor: All sections contact Craig White

| 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... |

| | | |
|---|--|---|
| Compare, contrast, and apply the basic theoretical paradigms of sociology as they apply to the issue of social inequality and the maintenance of a stratified social system | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Explain social stratification using various conceptual perspectives to analyze economic factors, age, racial/ethnic factors, and gender inequality in a societal context | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Demonstrate awareness of how current research findings in stratification support the theoretical explanations for persistent social inequality | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Explain both the subjective and objective measurement methods in the scholarly study of social stratification | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Discuss the impact of an ascribed and persistent class assignment upon the behavior, attitudes, values and perceptions of those who occupy that position | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

Course Sociology 3360

Instructor: All sections contact Chris Kast

| 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... |
| Be able to demonstrate knowledge of the basic concepts of doing survey, social research using two- and three- variable analysis | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| By hand, be able to demonstrate the application of two- and three- variable analysis on a variety of data sets | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Through software, be able to demonstrate the application of professional social research software (SPSS) for two- and three- variable analysis | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

Course Sociology 3370

Instructor: All sections contact Chris Kast

| 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... |
| Students will design a questionnaire using best practices in question design based upon the given context. | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Students will compile survey data in a format appropriate for subsequent analysis. | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Students will analyze survey data to assess potential relationships between variables. | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

Course Sociology 4410

Instructor: All sections contact Craig White

| 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... |
| Demonstrate an understanding of the impact of capitalism and bureaucracy upon the worker in industrial society with a special emphasis upon the issue of alienation | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Explain the nature of the professions, the high technology revolution and the globalization of the industrial model in the modern era | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Show how unemployment, poverty, underemployment and long-term financial hardship are normative and systemic artifacts of a capitalist/industrial society and be able to demonstrate an understanding of one macro-model designed to solve these problems | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Thoroughly discuss, with a professional approach, the topic of sexual harassment in the workplace including a focus upon what can be done to eliminate the problem | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

| | | |
|---|--|---|
| Demonstrate an understanding of what meaningful work involves as well as the relationship between technology and organization, and the functions of managers in industrial society. | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
|---|--|---|

Course Sociology 4450

Instructor: All sections contact Dan Gurash

| 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... |
| Identify and demonstrate knowledge of key ideas, concepts, theories and issues commonly associated with discourse on racial and ethnic relations in the United States. | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Demonstrate knowledge of the developmental history and processes from which current ethnic minorities in the United States emerged with particular focus on immigration patterns, colonial history economic development, and political institutions | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Understand how American economic and political systems and policies shaped and were shaped by racial and ethnic groups | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Encourage each student's sensitivity and awareness to discrimination and exploitation of people based on their minority and gender status | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

Course Sociology 4470

Instructor: All sections contact Craig White

| 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... |
| Have advanced knowledge of the theory of structural- | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

| | | |
|--|--|---|
| functionalism, its methodological implications and unique implications for the understanding and analysis of social order in modern society. | | |
| Have advanced knowledge of sociological conflict theory, its methodological implications and unique implications for the understanding and analysis of social inequality in modern society | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Have advanced knowledge of theories of rational choice, their methodological implications and unique implications for the understanding and analysis of social exchange as well as the impact of behavioral psychology and economic theory upon sociological thought | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Have advanced knowledge of social constructionism, ethnomethodology and phenomenology, their methodological implications and unique implications for the understanding and analysis of the social construction of reality, and the impact of learned social perceptions upon beliefs, attitudes and behavior | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |
| Have advanced knowledge of symbolic interactionism and role theory, their methodological implications and unique implications for the understanding and analysis of the shared meanings and cultural perspectives learned through the socialization process and social interaction | Topic relevant exam items and writing assignments. | Seventy percent of students will score above a 70%. |

Course Sociology 4480

Instructor: All sections contact Chris Kast

| 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... |
| Discuss and apply the skills and knowledge acquired from their college coursework. | Topic relevant writing assignments. | Seventy percent of students will score above a 70%. |

| | | |
|---|-------------------------------------|---|
| Analyze the current job market by compiling information to create a plan to select the next step in their career. | Topic relevant writing assignments. | Seventy percent of students will score above a 70%. |
| Apply the ability to work with colleagues by engaging in a discussion and revision process during each stage of the course. | Topic relevant writing assignments. | Seventy percent of students will score above a 70%. |

Appendix V: Degree Requirements

Sociology Bachelor of Science degree Requirements

Program Effective Fall 2014 – Catalog Year 2014-2015

Name: _____

Minor: _____ (OPTIONAL)

| UNIVERSITY COURSES (120 hours) | | | | | |
|--|-------|---|--|-----------|-----------------------|
| REQUIRED SOCIOLOGY COURSES (42 hours) | | | | | |
| SOCY 1110 Introductory Sociology | 3 | | SOCY 3301 Cultural Anthropology | 3 | |
| SOCY 2200 Social Problems | 3 | | SOCY 3360 Methods of Social Research | 3 | |
| SOCY 2205 Principles of Race, Class, and Gender | 3 | | SOCY 3370 Concepts of Survey Design | 3 | |
| SOCY/PSYCH 2240 Behavioral Statistics | 3 | | SOCY 3395 Sociological Theory | 3 | |
| | | | SOCY 4480 Senior Capstone | 3 | |
| SOCY 5 electives above 2200 (Incl. SOCY 1199) | 15 | | | | |
| SOCIOLOGY ELECTIVE COURSES (Choose at least one from each category) | | | | | |
| Organizations and Institutions | | | | | |
| SOCY 3310 Sociology of the Family | 3 | | SOCY 4410 Sociology of Work | 3 | |
| SOCY 3350 Sociology of Religion | 3 | | | | |
| Stratification and Diversity | | | | | |
| SOCY/PSYC 2230 Social Psychology | 3 | | SOCY 4450 Race and Ethnicity | 3 | |
| SOCY 3325 Stratification and Class | 3 | | | | |
| Social Problems and Collective Behavior | | | | | |
| SOCY 2220 Population Studies | 3 | | SOCY 3340 Juvenile Delinquency | 3 | |
| SOCY 3390 Social Change | 3 | | | | |
| MINOR COURSES (18+ hours) | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| FREE ELECTIVES TO MEET GRADUATION REQUIREMENTS (27 hours) | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| SOCIOLOGY MAJOR: ADDITIONAL GENERAL STUDIES REQUIREMENTS (33 hours) | | | | | |
| (Please refer to general studies requirement sheet for additional classes under each category) | | | | | |
| | Hours | Course | | Hours | Course |
| Critical Analysis – Attribute 1 | 3 | Any course in Att. 1 PHIL 2275 Recommended | Health – Attribute 10 | 2 | Any course in Att. 10 |
| | | | Interdisciplinary – Attribute 11 | major | SOCY 2200 |
| Quantitative Literacy – Attribute 2 | 3 | MATH 1407 or Math 1507 or higher in Att. 2 | Arts – Attribute 12 | 3 | Any course in Att. 12 |
| Written Communication – Attribute 3 | 3 | ENGL 1101 | Humanities – Attribute 13 | 3 | Any course in Att. 13 |
| Teamwork – Attribute 4 | x | Any course in Att 4. COMM 2201 recommended | Social Sciences – Attribute 14 | major | SOCY 1110 |
| Information Literacy – Attribute 5 | 3 | ENGL 1102 | Natural Sciences – Attribute 15 | 4 | Any course in Att. 15 |
| Technology Literacy – Attribute 6 | 3 | Any course in Att. 6 | Global/Cultural Awareness – Attribute 16 | major | SOCY 3301 |
| Oral Communication – Attribute 7 | 3 | Any course in Att. 7. COMM 2201 recommended | | | |
| Citizens – Attribute 8 | 3 | HIST 1107 OR 1108 OR POLI 1103 | Total General Studies hours | 33 | |

| | | | | |
|--------------------------|-------|-----------|--|--|
| Ethics – Attribute 9 | major | SOCY 2200 | | |
| Writing Intensive Course | major | SOCY3395 | | |

Appendix VI: Program Outcomes

Program outcomes and Assessment for Sociology

The program outcomes for sociology are listed below.

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.
 - a. 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.
 - b. 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 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
 - a. Sociology 2240 (Behavioral 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.
 - b.
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
 - a. 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.
 - b. 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.

- a. 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.
 - b. 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. 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.
- a. 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
 - b. 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. 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
- a. 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.
 - b. 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 faculty are used to review the outcome measures and recommend changes to improve student success and program growth.

Appendix VII: Example program assessment

Program Assessment Results

Finding per Measure

B.S. Sociology Program Outcomes

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:

Outcome: B.S. Sociology Program Goal 1

The Sociology Program at Fairmont State University strives to maintain or increase the size of our program through recruiting sociology majors.

▼ Measure: Current majors total
Program level Direct - Other

| | |
|------------------------------------|---|
| Details/Description: | The number of currently registered students in the final week of the spring semester. |
| Satisfactory Performance Standard: | No more than 5% variation from the previous year. |
| Ideal Performance Standard: | An increase of 5% in the number of registered majors from the previous year. |
| Implementation Plan (timeline): | Annually |
| Key/Responsible Personnel: | Department Chair |

Findings for Current majors total

Summary of Findings: Deficiencies in the availability of institutional data made analysis of this goal impossible.

Recommendations:

Reflections/Notes:

These Findings are associated with the following Actions:

Review relevance of current goals (Program Action Plan; 2017-2018 Assessment Cycle)

Outcome: B.S. Sociology Program Goal 2

The Sociology Program at Fairmont State University strives to maintain or increase the size of the program by retaining sociology majors from year to year until graduation.

▼ Measure: Current majors total
Program level Direct - Other

| | |
|------------------------------------|--|
| Details/Description: | The number of first year sociology majors who return the following fall. |
| Satisfactory Performance Standard: | 70% of first year sociology majors return the following fall. |
| Ideal Performance Standard: | 90% of first year sociology majors return the following fall. |
| Implementation Plan (timeline): | Annually |
| Key/Responsible Personnel: | Department Chair |

Findings for Current majors total

Summary of Findings: Deficiencies in the availability of institutional data made analysis of this goal impossible.

Recommendations:

Reflections/Notes:

These Findings are associated with the following Actions:

Review relevance of current goals (Program Action Plan; 2017-2018 Assessment Cycle)

Outcome: 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): | Annually |
| Key/Responsible Personnel: | Course Instructor |

Supporting Attachments:

Findings for General field knowledge

Summary of Findings: Kast 70.8 79.5
Gurash 76.7 75.6
White 88.8

Satisfactory Performance Standard Achievement: Met

Recommendations: Courses are currently at performance standard across the board. Online sections (Kast) are performing similarly to in-person sections. A discussion about ways to improve will be discussion, but will be hampered by the different courses modalities. Engagement tools built into blackboard utilized by all sections should be explored as an option.

Reflections/Notes:

These Findings are associated with the following Actions:

Revision of program outcomes (Program Action Plan; 2017-2018 Assessment Cycle)

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 100% of students score 70% or higher on all exams

Standard: and assignments.
Implementation Plan Annually
(timeline):
Key/Responsible Course Instructor
Personnel:

Supporting Attachments:

 SOCY 4470 assessment (Adobe Acrobat Document)

Findings for Sociological Theory

Summary of Findings: 91.2
Results : Satisfactory Performance Standard
Achievement: Met
Recommendations: Satisfactory performance remains high.
Recommend continued monitoring.
Reflections/Notes:

These Findings are associated
with the following Actions:

Revision of program
outcomes
(Program Action Plan; 2017-
2018 Assessment Cycle)

Outcome: 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.

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):

Annually

Key/Responsible
Personnel:

Course Instructor

Supporting Attachments:

 SOCY 2240 assessment (Adobe Acrobat Document)

Findings for Data analysis

Summary of Findings: 87.1

Results : Satisfactory Performance Standard Achievement: Met

Recommendations: Findings are reported from the single course taught by the sociology instructor. Given the changes to the program requirements, which allows students to fulfill this requirement with other instructors modifications to assessment practices need to be implemented. In addition given the range of majors taking these courses variability is going to be high. Even so, the satisfactory standard is being met.

Reflections/Notes:

These Findings are associated with the following Actions:

Revision of program outcomes
(Program Action

Plan; 2017-2018
Assessment Cycle)

▼ Measure: Methods
Program level Direct - Other

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

Satisfactory Performance

Standard: assignments.

70% of students score 70% or higher on all course exams and

Ideal Performance

Standard: assignments.

100% of students score 70% or higher on all course exams and

Implementation Plan (timeline):

Annually

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

📎 SOCY 3360 assessment (Adobe Acrobat Document)

Findings for Methods

Summary of Findings: 90.9

Results :

Satisfactory Performance Standard Achievement: Met


Recommendations: be

Performance remains high. Discussion should be scheduled to examine course outcome performance to discuss increasing rigor in areas where performance is high.

Reflections/Notes:

These Findings are

associated with the
following Actions:

Printed on: 3/15/2019 7:36:14 PM
Created with  watermark

Revision of program outcomes

(Program Action Plan; 2017-2018 Assessment Cycle)

Measure: Research

Program level Direct - Student Artifact

Details/Description: Completion of Sociology 2240.

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):

Annually

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

 SOCY 2240 assessment (Adobe Acrobat Document)

Findings for Research

Summary of Findings: Duplication to be removed in next cycle.

Recommendations:

Reflections/Notes:

These Findings are associated with the following Actions:

Revision of program outcomes

(Program Action Plan; 2017-2018
Assessment Cycle)


Outcome: 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): | Annually |
| Key/Responsible Personnel: | Course Instructor |

Supporting Attachments:

 SOCY 2200 assessment (Adobe Acrobat Document)

Findings for Problems

| | |
|----------------------|---|
| Summary of Findings: | 84.6 96.7 |
| Results : | Satisfactory Performance Standard Achievement: Met |
| Recommendations: | Performance remains high. No additional changes recommended at this time. Modifications to course |

are planned to increase linkage to the introduction to social work course, which will require outcome tweaking at the course and program level.

Reflections/Notes:

These Findings are associated with the following Actions:

Revision of program outcomes (Program Action Plan; 2017-2018 Assessment Cycle)

▼ 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):

Annually

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

📎 SOCY 3325 assessment (Adobe Acrobat Document)

Findings for Stratification

| | |
|---|--|
| Summary of Findings: | None |
| Recommendations: | Course not taught during this cycle. Recommend review to discuss whether this course should be replaced as a measure of program outcome due to it being taught inconsistently. |
| Reflections/Notes: | |
| These Findings are associated with the following Actions: | |
| | Revision of program outcomes (Program Action Plan; 2017-2018 Assessment Cycle) |

Outcome: 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 | Annually |


(timeline):

Key/Responsible

Course Instructor

Personnel:

Supporting Attachments:

 SOCY 2200 assessment (Adobe Acrobat Document)

Findings for Problems

Summary of Findings: 84.6 96.7

Results :

Satisfactory Performance Standard Achievement: Met

Recommendations:

Performance remains high. No additional changes recommended at this time. Modifications to course are planned to increase linkage to the introduction to social work course, which will require outcome tweaking at the course and program level.

Reflections/Notes:

These Findings are associated with the following Actions:

Revision of program outcomes (Program Action Plan; 2017-2018 Assessment Cycle)



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): | Annually |
| Key/Responsible Personnel: | Course Instructor |

Supporting Attachments:

 SOCY 3325 assessment (Adobe Acrobat Document)

Findings for Stratification

Summary of Findings: None

Recommendations: Course not taught during this cycle. Recommend review to discuss whether this course should be replaced as a measure of program outcome due to it being taught inconsistently.

Reflections/Notes:


These Findings are associated with the following Actions:

Revision of program outcomes (Program Action Plan; 2017-2018 Assessment Cycle)

▼ 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): | Annually |
| Key/Responsible Personnel: | Course Instructor |

Supporting Attachments:

 [SOCY 4470 assessment \(Adobe Acrobat Document\)](#)

Findings for Theories

| | |
|----------------------|---|
| Summary of Findings: | 91.2 |
| Results : | Satisfactory Performance Standard Achievement: Met |
| Recommendations: | Satisfactory performance remains high. Recommend continued monitoring. |
| Reflections/Notes: | |

These Findings are associated with the following Actions:


Revision of program outcomes
(Program Action Plan; 2017-2018 Assessment Cycle)

Outcome: B.S. Sociology Program Outcome 5

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.

▼ Measure: Culture
Program level Direct - Other

| | |
|------------------------------------|---|
| 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): | Annually |
| Key/Responsible Personnel: | Course Instructor |
| Supporting Attachments: | |

 SOCY 3301 (Adobe Acrobat Document)

Findings for Culture

| | |
|----------------------|--|
| Summary of Findings: | 89.7 |
| Results : | Satisfactory Performance Standard Achievement: Met |
| Recommendations: | Performance remains high. Recommend continued monitoring. |

Reflections/Notes:

These Findings are associated with the following Actions:

Revision of program outcomes
(Program Action Plan; 2017-2018 Assessment Cycle)

▼ 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):

Annually

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

[SOCY 2200 assessment \(Adobe Acrobat Document\)](#)

Findings for Relationships

Summary of Findings: 84.6 96.7

Results :

Satisfactory Performance Standard Achievement: Met

Recommendations:

Performance remains high. No additional changes recommended at this time. Modifications to course are planned to increase linkage to the introduction to social work course, which will require outcome tweaking at the course and program level.

Reflections/Notes:

These Findings are associated with the following Actions:

Revision of program

outcomes
(Program Action
Plan; 2017-2018
Assessment Cycle)


Outcome: B.S. Sociology Program Outcome 6

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.

▼ Measure: Interactions
Program level Direct - Other

| | |
|------------------------------------|---|
| 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): | Annually |
| Key/Responsible Personnel: | Course Instructor |

Supporting Attachments:

 SOCY 1110 assessment (Adobe Acrobat Document)

Findings for Interactions

| | |
|----------------------|--|
| Summary of Findings: | Kast 70.8 79.5 Gurash 76.7 75.6 White 88.8 |
|----------------------|--|

Results :

Satisfactory Performance Standard Achievement: Met

Recommendations:

Courses are currently at performance standard across the board. Online sections (Kast) are performing similarly to in-person sections. A discussion about ways to improve will be discussion, but will be hampered by the different courses modalities. Engagement tools built into blackboard utilized by all sections should be explored as an option.

Reflections/Notes:

These Findings are associated with the following Actions:

Revision of program outcomes (Program Action Plan; 2017-2018 Assessment Cycle)

▼ 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):

Annually

Key/Responsible Personnel:

Course Instructor

Supporting Attachments:

Findings for Processes

| | |
|----------------------|---|
| Summary of Findings: | 91.2 |
| Results : | Satisfactory Performance Standard Achievement: Met |
| Recommendations: | Satisfactory performance remains high. Recommend continued monitoring. |
| Reflections/Notes: | |

These Findings
are associated
with the
following
Actions:

Revision
of
program
outcomes
(Program
Action Plan;
2017-2018
Assessment
Cycle)

Overall Recommendations

A significant amount of updating is necessary across the program to account for changes in curriculum and teaching schedule. Program outcomes have fallen out of line with curriculum and overall program focus. Performance remains strong on assessments, but lacks the precision to make necessary decisions. Overall, we recommend simplifying program goals and outcomes while focusing measures beyond the course grades into specific course level outcomes.

Overall Reflection

Appendix VIII: Faculty Data

Contact Information

Craig C. White

Telephone: 304-367-4178

Email: cwhite@fairmontstate.edu

Fax: 304-367-4785

Office: 110F Hardway Building

Education

Ed.D Social Psychology of Sport: West Virginia University; 1977

MA Sociology: West Virginia University: 1967

BA Sociology; Bethany College; 1965

Employment

Instructor of Sociology, Fairmont State College, 1967-1971

Assistant Professor of Sociology, Fairmont State College, 1971-1974

Associate Professor of Sociology, Fairmont state College, 1974-1977

Professor of Sociology, Fairmont State University, 1977-2011

Professor of Sociology, Senior Level, 2011 to the present

Courses Taught

Courses taught on a regular basis:

Sociology 1110-Introductory Sociology

Sociology 2200-Social Problems

Sociology 3340-Juvenile Delinquency

Sociology 3325-Social Stratification

Sociology 4410-Sociology of Work

Sociology 3395-Sociological Theory

Courses taught on an Occasional basis:

Sociology 4490-Seminar: Sociological Literature

Sociology 4497-Seminar: Special Problems in Sociology

Other Assignments in Workload

Occasional preparation of reports regarding program accreditation for the sociology program.

Office Hours: MTWRF 9:00 AM to 10:00 PM & by Arrangement

Occasional membership and/or chairmanship of instructor search committees for new positions in sociology, geography, criminal justice, etc.

Member of the Faculty Welfare Committee

Member of the Legislative Advocacy Committee

Professional Memberships

Member-West Virginia Education Association (WVEA)

Member-West Virginia/American Federation of Teachers (WV/AFT)

Member-Marion County Reading Council

Member-FACDIS

Scholarly/Creative Summary

Book: Toward the Resolution of Poverty in America; Kendall-Hunt; 1995

Fairmont State College Occasional Paper No. 6 "The American Community: Decline and Restoration" (1994)

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) of the Marion County Board of Education.

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

Book: Unemployment Ended by Community Restored; VirtualBookWorm (VBW); published in December, 2009

As chair of the PACE Coordinating Committee, I worked to develop the basic elements for a PACE pilot project to be launched in Monongah, (the program is designed to alleviate the problems of unemployment and poverty in this target community). In the recent past, we also targeted some small villages in India, south of Hyderabad, for possible interventions using the PACE model. I also met with numerous individuals and groups in the Marion County and in Charleston during the 2010-2011 academic year to solicit support for the project. Amantha Cole of the FSU Foundation continued to explore possible grants for the project.

In March of 2011, I traveled to India with Alicia Nieman and Sunil Surendran to perform preliminary needs assessments in three villages south of Hyderabad with the help of representatives of the National Development Organization of India. We also developed a strong relationship with officials at Osmania University and I am helping them launch their own PACE coordinating committee so that they can develop a Community Sector intervention program in one target village near the university.

During the 2011-2012 Academic Year I worked with our graduate assistant, Mr. Ben Landis, to successfully achieve the incorporation of PACE (now The PACE Project, Inc. in WV) and raise the funds to apply for 501 (c) (3) status with the IRS.

During the spring semester, 2012-2013, I worked with Dr. Vijayasree Chagnati, Director of International Programs at Osmania University and Jyothi Raju of the National Development Organization of India, and the members of the PACE Coordinating Committee to prepare for a second trip to India for the PACE Project. Our team included Amantha Cole, Don Tobin, Alicia Nieman of FSU and Pat Albano of Pierpont. The trip was successful in

identifying the target village south of Hyderabad for the needs assessment and project implementation in the future. Dr. Rose (FSU) and Dr. Larson (Pierpont) provided the funding needed to send the team to India for the second time in March of 2012.

During the Spring Semester of 2013, I worked with the City Council of Monongah, and other members of PACE to form and certify the Monongah Community Employment Board (MCEB) which later created and executed the community-wide needs assessment with the support of the PACE Research Team at FSU. The PACE Project, Inc. was awarded 501 (c) (3) Status by the IRS during the spring semester, 2013.

The PACE Project, Inc. received grants from the City of Monongah and from the Office of the President at FSC to launch the Needs Assessment for the Project in Monongah.

The Town of Monongah has provided PACE Monongah with a building which presently houses three developing side-bar projects identified via SWOT analysis of the members of the MCEB by the PACE Research Team. New carpeting has been installed thanks to a small grant from the Marion County Commission and Fairmont State University has provided substantial in-kind support in the way of bookcases, chairs, tables, desks and other items. A pending grant of around \$15,000 could soon become available to facilitate the full implementation of the three high-priority side-bar projects.

In November of 2016, the project to purchase, refurbish and transform the United Methodist Church of Monongah into A Mining Heritage Museum and Community Center was initiated by The PACE Project and PACE/Monongah. A small grant (\$2000) from the Marion County Commission was secured in the Fall of 2018 to replace gutters and downspouts (which has been completed) so that the process of abatement of mold and mildew can begin in earnest. Fund-raising plans are being developed at this time and the FSU Architectural Program professors and students are developing a "best-use" assessment for the facility as well (Spring, 2019).

Publications

Fairmont State College Occasional Paper No. 6 "The American Community: Decline and Restoration" (1994)

"Toward the Resolution of Poverty in America"; Published by Kendall/Hunt; First Edition, 1993, ISBN 0-8403-8783-0

"Toward the Resolution of Poverty in America"; Published by Kendall/Hunt; Second Edition, 1995, ISBN 0-7872-0566-4

Student Workbook for "Toward the Resolution of Poverty in America"; Kendall/Hunt; Prepared to accompany the Second Edition, 1995, ISBN 0-7872-3439-7

"Achieving Baseline Consistency in Tennis"; CWE Publications, First Edition, 2002 (Designed for Activities Instructors in Physical Education, Tennis Coaches of High School and College Varsity Teams, and Tennis Teaching Professionals) ISBN 0-615-12115-2

"Unemployment Ended by Community Restored"; published by VirtualBookWorm (VBW) December, 2009. ISBN 978-1-60264-484-7

"Cellular Automata for Socioeconomic Stimulus Simulation: Modeling the effect of the PACE project on a rural community". White, Daily, Hossain and Devine; Spring 2018.

Presentations

University Presentation:

Presidential Lecture (1994): The American Community: Decline and Restoration; Fairmont State College

National Presentation:

Presentation of my Poverty Resolution Demonstration Project (PACE Project) to the National Pathways from Poverty Conference in Boston MA in the Fall of 1995.

Community Presentations:

Presentation to the United Way of Marion County; April 19, 1991; Discussed the value and importance of partnerships between academia and community organizations in executing the successful Needs Assessment of 1990-1991.

Workshop: Poverty in West Virginia. I collaborated in preparing and presenting this program with Rev. Richard Bowyer for Title I teachers of the Marion County Board of Education on October 6, 1994.

Presentation to the Fairmont Rotary Club: "The Elimination of Poverty: New Structures" Speaker for a luncheon meeting at the Fairmont Field Club, Fall, 1996

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) of the Marion County Board of Education.

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

Instructor Exchange Presentations:

In September of 2006, I delivered a special lecture on "The Effect of Initial Engagement in Serious Acts of Delinquency among Younger Delinquents (Aged 13 and younger) upon the Tendency to Continue Involvement in Criminal Activity as Adults" [in comparison to later initial onset of serious delinquent activity] for Dr. Kato's Developmental Psychology Class.

Instructor Exchange with John O'Connor, Fall, 2007: I visited John's class and presented a special lecture applying various sociological theories in an analysis of *Top Girls*, a play by Caryl Churchill performed by the Masquers in the Fall of 2007.

Instructor Exchange Presentation: Spring, 2007: Strain Theory Applied to the Behavior of Juveniles at Risk of Participation in Serious Illegal Activities; Tad Kato's Developmental Psychology class.

Instructor Exchange Presentation: Spring, 2011: Unemployment Panel with Paul Edwards, Richard Bowyer, Sunil Surendran and Mohamid Khalil

Special Panel Discussion with Richard Bowyer and Charlotte Meade on the Black Family in America in conjunction with the Common Reading Project (Rebecca Skloot's *The Immortal Life of Henrietta Lacks*), Spring, 2011

Instructor Exchange Project with John O'Connor focusing upon the application of feminist theory to the four plays presented by the Masquers under the umbrella of the "Poof" series of plays written by women. Spring, 2014.

Awards and Honors

Award: Recognition of Outstanding Faculty Achievement, from the Faculty Development Committee through Academic Affairs, December 9, 1993.

Awards: West Virginia Intercollegiate Athletic Conference (WVIAC) Coach of the Year; (as Head Men's Tennis Coach at Fairmont State College) 1984, 1986, & 1989.

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

Grants, Commissions, Fellowships

Submitted a grant application to the Strategic Planning Committee for support of the of the research component of the PACE Pilot Project implementation in Marion County Spring, 2012 (not approved).

Developed a grant proposal to launch a needs/human resources assessment in the Town of Monongah, WV regarding preliminary steps for the Monongah PACE Project. Received a small grant from the City of Monongah to help with the Needs Assessment, and additional funding from Dr. Maria Rose to achieve the same goal.

FSU recently awarded the PACE Project with financial support for the recent needs assessment activities including stipends for FSU professors who conducted the study, material support, etc. (2013)

Recently awarded a small grant from the Marion County Commission to refurbish the new PACE Building in Monongah with material including carpeting, flooring, bookcases, and appliances. (2014)

PACE has been the recent recipient (August, 2014) of substantial in-kind grant support from FSU for its side-bar projects in Monongah including bookcases, chairs, a conference table, desks and a filing cabinet, among other items.

During the 2014-2015 Academic Year, I worked with Don Harris, President of the MCEB, to successfully apply for, and receive, a \$15,000 Community Partnership Grant from the State of West Virginia to be used to fund projects initiated by PACE/Monongah in behalf of the Town of Monongah.

Contact Information

Dr. Dan Gurash, Associate Professor of Sociology

Fairmont State University

Department of Behavioral Sciences

1201 Locust Avenue

Fairmont, West Virginia 16554

Phone: 304-367-4162

Education

Degrees, background

Doctor of Ministry, Trinity Theological Seminary, 2005

Master of Divinity, United Theological Seminary, 1987

Master of Religious Education, Southwestern Baptist Theological Seminary, 1978

Bachelor of Arts, California State University, Fresno, 1974. Course of Study: Geography

Employment

Associate Professor of Sociology (2019)

Assistant Professor of Sociology and Geography

Fairmont State University (2008 - present)

Courses Taught

Introduction to Sociology (SOCY 1110)

Cultural Anthropology (SOCY 3301)

Sociology of the Family (SOCY 3310)

Sociology of Religion (SOCY 3350)

Race and Ethnicity (SOCY 4450)

Social Problems (SOCY 2200)

Principles of Race, Class, and Gender (SOCY 2205)

Professional Memberships

West Virginia consortium for Faculty and Course Development in International Studies Morgantown,
West Virginia

Association of American Geographers (Member)

Christopher J. Kast

DEPARTMENT OF BEHAVIORAL SCIENCE
110A HARDWAY HALL
FAIRMONT STATE UNIVERSITY
FAIRMONT, WV 26554
CKAST@FAIRMONTSTATE.EDU

EDUCATION

| | |
|-------------|--|
| 2008-2012 | Iowa State University Ph.D., Sociology |
| 2005 - 2007 | Ohio University M.A., Sociology |
| 2000-2004 | Concord University B.A., with Honors, Sociology Psychology History: Emphasis in Philosophy |

Employment Profile

| | |
|--------------|--|
| 2017-Present | Chair: Department of Behavioral Sciences Fairmont State University |
| 2016-Present | Assistant Professor of Sociology Fairmont State University Department of Behavioral Science |
| 2013-2016 | Temporary Assistant Professor of Sociology Fairmont State University Department of Behavioral Science |
| 2013-2014 | Statistical Consultant Research Consultation Pros Florida |

Professional Activity

Courses Taught regularly at Fairmont State University

| | |
|-----------|---|
| SOCY 1110 | Introductory Sociology |
| SOCY 2205 | Principles of Race, Class, and Gender |
| SOCY 2240 | Behavioral Statistics |
| SOCY 3310 | Sociology of the Family |
| SOCY 3360 | Research Methods in the Behavioral Sciences |
| SOCY 3370 | Concepts of Survey Design |
| SOCY 4480 | Senior Capstone |

Courses Taught Occasionally at Fairmont State University

| | |
|-----------|--------------------------|
| SOCY 2220 | Population Studies |
| SOCY 2299 | Sociology of Comics |
| SOCY 2230 | Social Psychology |
| SOCY 3325 | Stratification and Class |
| SOCY 4488 | Practicum in Sociology |

Competitive Grants

Kast, Chris, Michael R. Ransom, Veronica Gallo, Ashley Shroyer, Ann Shaver, and Craig White Improving rural healthcare career engagement among college students. **\$14,987.50 (funded)**. West Virginia Higher Education Policy Commission Division of Health Sciences. 1/1/2016-12/31/2016.

REFEREED JOURNAL ARTICLES

Ransom, M. R., **Chris Kast**, and Robert K. Shelly. (2015). "Self-enhancement, self-protection and ingroup bias. *Current Research in Social Psychology*, 23 (7), 56-65.

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).

EXTENSION AND TECHNICAL REPORTS

- Kast, Chris.** 2018 “National College Health Assessment II: West Virginia Executive Summary report” West Virginia Collegiate Initiative to Address High Risk Alcohol Use.
- Kast, Chris** and Michael R. Ransom 2014 "Department of Behavioral Science Student Persistence Survey Summary Report Spring 2014" Fairmont, WV: FSU Behavioral Science Research
- 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.

EXTENSION PERIODICAL ARTICLES

- Arbuckle, J. Gordon Jr., Paul Lasley, Peter Korsching, and **Chris Kast.** 2011. "2010 Farm and Rural Life Poll: Community Life, Neighboring and Population Loss." AgDM Newsletter, August, pp. 3-6.
- Arbuckle, J. Gordon Jr., Peter Korsching, Paul Lasley, and **Chris Kast.** 2010. "2009 Farm and Rural Life Poll: Personal and financial well-being." AgDM Newsletter, September, pp. 1-2.
- Arbuckle, J. Gordon Jr., Peter Korsching, Paul Lasley, and **Chris Kast.** 2010. "2009 Farm and Rural Life Poll: Targeted conservation and nutrient removal wetlands." AgDM Newsletter, August, pp. 4-6.
- Arbuckle, J. Gordon Jr., Peter Korsching, Paul Lasley, and **Chris Kast.** 2010. "2009 Farm and Rural Life Poll: Value-added Agriculture." AgDM Newsletter, July, pp. 3-4.
- Arbuckle, J. Gordon Jr., Peter Korsching, Paul Lasley, and **Chris Kast.** 2010. "2009 Farm and Rural Life Poll: Mixed Livestock and Grain Farming." AgDM Newsletter, June, pp. 3-4.
- Arbuckle, J. Gordon Jr., Peter Korsching, Paul Lasley, and **Chris Kast.** 2010. "2009 Farm and Rural Life Poll: Mixed Livestock and Grain Farming." AgDM Newsletter, May, pp. 2-3.
- Arbuckle, J. Gordon Jr., Peter Korsching, Paul Lasley, and **Chris Kast.** 2010. "2009 Farm and Rural Life Poll: Farm Policy and Commodity Production." AgDM Newsletter, April, pp. 1-3.

RESEARCH PRESENTATIONS

- Kast, Chris,** Cody Zager, Michael R. Ransom. “Terror Management, Social Support and Nostalgia” Society of Personality and Social Psychology Annual Conference (Portland, OR: Feb. 2019)
- Kast, Chris** “National College Health Assessment II: West Virginia Executive Summary report” West Virginia Collegiate Initiative to Address High Risk Alcohol Use. (Stonewall Resort Roanoke, WV July 2018)

Smallridge, Joshua, Mike Ransom, and **Chris Kast** "Lethal Force: Effects on Decision to Shoot?" Academy of Criminal Justice Science (Kansas City, MO: March 2017)

Ransom, Mike, **Chris Kast**, and Robert K. Shelly " Self-Enhancement, Self-Protection, and In-group Bias" Society of Personality and Social Psychology Annual Conference (New Orleans, LA: January 2013)

Arbuckle Jr., J. G. and **Chris Kast** "Quality of Life on the Agricultural Treadmill: Community and Economic Drivers of Subjective Well-Being among Iowa Farmers. Rural Sociological Society Annual Conference (Atlanta, GA: August 2010.)

Kast, Chris and Anna E. Kosloski. The Effects of Perceptions of Entitativity on Individual Self Esteem. Group Processes Mini Conference Meeting of the Midwest Sociology Society (Chicago, IL: March 2010)

Kast, Chris, Mike Ransom, and Robert Shelly. "Intergroup optimality of the self-enhancement bias" Society of Personality and Social Psychology Annual Conference (Las Vegas, NV: January 2010).

Korsching, Peter F., Paul Lasley, J. Gordon Arbuckle, Jr., and **Chris Kast** "Farm size and farmers' support of the local community: Is Goldschmidt relevant to 21st Century Midwest agriculture?" Rural Sociological Society Annual Meeting (Madison, WI: August 2009).

Kosloski, Anna E and **Chris Kast** "Publish or Perish: Gender's Influence on Publishing in the Journal Criminology" Midwestern Sociology Society Annual Meeting (Des Moines, IA: March 2009).

Kast, Chris, Mike Ransom, and Robert Shelly. "Black Sheep effect: Group or individual protection strategy" Society of Personality and Social Psychology Annual Conference (Tampa, FL: February 2009).

Brown, Michelle, Bruce Hoffman, **Chris Kast**, and Thomas Vander Ven. "An Examination of Theoretical Trends and Patterns in *Criminology* from 1964 to Present." American Society of Criminology Annual Meeting (St. Louis, MO: November 2008).

Kast, Chris and Ann Converse-Shelly "Assessing anticipatory socialization during service learning" North Central Sociological Association Conference (Cincinnati, OH: March 2008).

Kast, Chris and Katie Nutter "A woman or many women: Trait clustering in feminine identity" North Central Sociological Association Conference (Cincinnati, OH: March 2008).

Kast, Chris “Social Identity Similarity Effects on an evaluation of Blame” Midwest Sociological Society/North Central Sociological Association Joint Conference (Chicago, IL: April 2007).

Kast, Chris and Katie Nutter Reconstructing “Woman” Defining Feminine Gender Identity Midwest Sociological Society/North Central Sociological Association Joint Conference (Chicago, IL: April 2007).

Kast, Chris “Hermeneutics and Behavior-Analytic Philosophy of Science” Association of Behavior Analysis (Boston, MA: May 2004).

Klein, Rodney, Karen Griffiee, Robert Astur, **Chris Kast** and Jenny Lake “The Effect of a Variable Sized Schedule of Reinforcement with Human Subjects (Data Based Presentation.)” Association of Behavior Analysis (Boston, MA: May 2004).

Kast, Chris “The Effects of News and Movie Violent Imagery on Levels of Anxiety” Marshal University Tri-State Conference (Huntington, WV: March 2004).

Klein, Rodney, Karen Griffiee, Robert Astur, **Chris Kast**, and Jenny Lake “The effect of a Variable Quantity Schedule of Reinforcement on a Discrimination Task (Poster)” Association of Behavior Analysis (San Francisco, CA: May 2003).

Griffiee, Karen and **Chris Kast** “Stimulus Equivalence presentation in animals” Association of Behavior Analysis (San Francisco, CA: May 2003).

Kast, Chris “Presenter Gender effects in a survey of Perceived sexual discrimination on a College Campus.” (Poster) Marshal University Tri-State Conference Marshal University (Huntington, WV: March 2003).

SERVICE

University Service

| | |
|--------------|-------------------------------------|
| 2018-present | Complete College America committee |
| 2018-present | Collegiate Recovery grant committee |
| 2018-present | University Assessment Core Team |
| 2017-present | Academic Affairs |
| 2014-present | Institutional Assessment Council |
| 2016-2017 | Strategic Planning committee |
| 2016-2017 | Faculty Senate Vice President |

2015-2017 Student Publication Committee
2014-2017 TRACTS journal Faculty editor
2014-2017 Faculty Senate Representative
2014-2017 Curriculum Committee
2014-2016 Campus Collaborative Recruitment and Retention
2014-2016 Faculty Senate Webmaster
2014-2016 Adjunct Advisory Committee

College Service

2016-present COLA coordinating committee (Chair)
2012-present COLA student orientations

Department Service

Summer of 2017-present Behavioral Sciences department chair

Professional Service

2012-Present Article Reviewer, American Sociological Review
2008-Present Article Reviewer, Current Research in Social Psychology

STATISTICAL TRAINING

- SPSS, SAS, HLM, MPLUS, AMOS, ARC-GIS, NVIVO
- ANOVA ,OLS Regression, Multinomial Analysis, Structural Equation Modeling, Multi-level Modeling, Latent Growth Curves, Multi-dimensional Scaling, Cluster Analysis

PROFESSIONAL AFFILIATIONS

Current

Society for Personality and Social Psychology

Prior

American Sociological Association
Rural Sociological Society
Midwest Sociological Society
American Society of Criminology

AWARDS AND SPECIALIZED TRAINING

Awards

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

Specialized Training

2010 "Teaching introductory Statistics with GAISE". ASA course co-sponsored
by Consortium for the Advancement of Undergraduate Statistics
Education and the Inter-university Consortium for Political and
Social Research.
2007 "Developing Winning Grant Proposals". Workshop, Ohio University

Appendix IX: Other programs

Glennville State College

- Glennville state college doesn't have a standalone sociology program.
- Sociology is offered in combination with psychology for a degree in behavioral science.
- This degree contains 21 hours in the core along with an additional 6 hours of upper level electives.
- The behavioral science major requires 51 hours.
- The sociology minor requires 18 hours.
- The department of social sciences currently has 6 full-time faculty members with no faculty in sociology.

West Virginia University

- West Virginia University offers degrees in Sociology, Anthropology, and Criminology through the department of sociology and anthropology housed in their Eberly College of Arts and Sciences.
- The B.A. in sociology requires 40 total hours split between 16 hours of a common core and 24 hours of electives.
- The sociology minor requires 18 hours.
- The department of sociology has 19 full-time faculty in Sociology

Shepard University

- Shepard offers a B.S. in sociology in their department of sociology and geography.
- The sociology program requires 42 hours made up of 21 hours of core courses and 21 hours of elective courses.
- The sociology minor requires 18 hours.
- The department of sociology and geography has 4 full-time faculty in Sociology

Appendix X: Graduate Updates

Sociology Graduate Updates

- Alumnus 1: Currently employed as a program lead case manager with Bartlett housing solutions. Starting work on a master's degree in social work at West Virginia University in the fall.
- Alumnus 2: Currently employed as a criminal research specialist and a records officer with the WV court of appeals.
- Alumnus 3: Previously employed as economic service worker and juvenile corrections officers. Currently, completing a master's degree in criminal justice at Fairmont State University.
- Alumnus 4: Currently employed as a child protective service worker with the Harrison county DHHR. In the process of applying to a master of social work program.
- Alumnus 5: Currently employed as a field tech in oil and natural gas while completing a degree in criminal justice at Fairmont state university.
- Alumnus 6: Currently employed as a Teacher/Counselor at Presley Ridge. Considering returning to school to pursue a master's degree in counseling.
- Alumnus 7: Previously employed as a Family case worker with the DHHR. Currently enrolled in a master's program in clinical mental health at Marshall University.